



## REPORT ABOUT THE SPECIAL PROGRAM FOR GRADUATE TEACHER TRAINING: CONTRIBUTIONS TO NURSING

### RELATO SOBRE O PROGRAMA ESPECIAL DE GRADUAÇÃO DE FORMAÇÃO DE PROFESSORES: CONTRIBUIÇÕES PARA A ENFERMAGEM

#### INFORME SOBRE EL PROGRAMA ESPECIAL PARA LA FORMACIÓN DEL PROFESORADO DE GRADUACIÓN: CONTRIBUCIONES A LA ENFERMERÍA

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#### ABSTRACT

**Objective:** to report the experience of nursing students in the Special Program for Graduate Teacher Training for Vocational Education (PEG), sponsored by the Federal University of Santa Maria (RS), Brazil. **Method:** program trains teachers graduates reached for performance in teaching in Technical Education Middle Level. Thus, the nurse is inserted in the educational context, forming and perfecting nursing technicians. **Results:** the program allows the filling of a gap in teacher training, providing basis for the relationship of teaching and learning and integrating scientific knowledge to teaching. **Conclusion:** it is believed that training for teaching is a complex task that involves persistence, boldness and creativity, as set up a path to educational renewal. Thus, in the proposed training program is an exciting challenge for an experience that provides the renovation, improvement and continuing qualification of nurses for teaching practice. **Descriptors:** Nursing; Education; Nursing Education.

#### RESUMO

**Objetivo:** relatar a experiência de enfermeiras discentes no Programa Especial de Graduação de Formação de Professores para a Educação Profissional (PEG), promovido pela Universidade Federal de Santa Maria (RS), Brasil. **Método:** o programa forma professores graduados em nível superior para atuação na docência em Educação Profissional Técnica de Nível Médio. Assim, o enfermeiro está inserido no contexto educacional, formando e aperfeiçoando técnicos de enfermagem. **Resultados:** o programa possibilita o preenchimento de uma lacuna na formação pedagógica, proporcionando embasamento para a relação de ensino-aprendizagem e integrando os conhecimentos científicos aos pedagógicos. **Conclusão:** acredita-se que a formação para a docência é uma tarefa complexa que envolve persistência, ousadia e criatividade, visto configurar-se um caminho para uma educação renovadora. Dessa forma, a formação proposta no Programa é um desafio estimulante de uma vivência que propicia a renovação, o aperfeiçoamento e a qualificação continuada do enfermeiro para a prática docente. **Descritores:** Enfermagem; Educação; Educação em Enfermagem.

#### RESUMEN

**Objetivo:** presentar la experiencia de los estudiantes de enfermería en el Programa Especial de Formación del Profesorado Universitario de Educación Profesional (PEG), patrocinado por la Universidad Federal de Santa Maria (RS), Brasil. **Método:** programa de formación de maestros graduados alcanzados para el rendimiento en la enseñanza en la Educación Técnica Nivel Medio. Por lo tanto, la enfermera se inserta en el contexto educativo, la formación y el perfeccionamiento de técnicos de enfermería. **Resultados:** el programa permite el llenado de un vacío en la formación del profesorado, proporcionando bases para la relación entre la enseñanza y el aprendizaje y la integración de los conocimientos científicos a la enseñanza. **Conclusión:** se cree que la formación de la enseñanza es una tarea compleja que implica la persistencia, la audacia y la creatividad, como crear un camino para la renovación educativa. Así, en el programa de formación propuesto es un reto apasionante para una experiencia que proporciona la actualización, perfeccionamiento y capacitación continua del personal de enfermería para la práctica docente. **Descriptores:** Enfermería; Educación; Educación en Enfermería.

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## INTRODUCTION

The Ministries of Health and Education are implementing strategies articulated in order to promote changes in the training process in healthcare. In order to provide education directed to health problems of the population, has required the adaptation of curricula to formats updated, guided in specific skills and general skills associated with human and professional profile.<sup>1</sup>

The areas of health and education relate in constant flux, enabling learning and professional growth. These beings have the potential to gestate critics and politicians, through the actions and practices that involve teaching and learning, the self-care and care for others.<sup>2</sup>

The healthcare field is aggregator meanings, and the positions that education beyond formal knowledge, becoming the basis for the construction of autonomy and citizenship of all.<sup>2-3</sup> Thus, there are complex demands of professionals that meet the requirements of this model, directing themselves look for technical education, which shows on the rise in the number of education.

A college education can be regarded as insufficient when we report to teacher training that operate in different modes of education, especially in vocational education.<sup>4</sup> The domain knowledge that meets the demands of teaching in vocational technical education may need a specific improvement, which contemplate pedagogic training for this.

In view of this, there emerges the need of professionals committed to health care, able to understand and reflect about their determinants. Still, professionals capable of transforming knowledge and practice, articulating professional knowledge, and who understand the complexity of their actions with the development of ways of thinking and acting, reinventing ways of dealing with the reality of health.<sup>5</sup>

In this context, nursing is seen as a profession that is in direct contact with situations that require knowledge involving teaching, counseling, health education and promotion. The process of training and professional development in health is anchored on a core theme of knowledge and practices that come from education sciences health.<sup>6</sup>

In nursing, the gap professionals occupy a space in teaching may be due to the workload that the profession requires practice,

transpiring erroneously that simply mastering the skills to work in technical courses. However, the exercise of teaching is based on a complex knowledge, which requires professional training beyond the scientific field,<sup>4,7</sup> satisfying the needs of students who are the protagonists of the construction of knowledge.

The pedagogical training of nurse faculty, is often regarded as a secondary matter, that ignores the relationship between teaching, learning and assistance.<sup>8</sup> this sense, the teaching profession should go to the search for improvement, linking educational practice with care, being better qualified and safe to work in this profession.<sup>9</sup>

From the changes in the meaning of work at the technical level, it is necessary to the preparation of teaching aimed at meeting the needs of students. This must be updated and aware of the changing world of work, in addition to using new technologies, innovating the educational space.<sup>2</sup>

Thus, the Law of Guidelines and Bases of National Education, no. 9394/1996, and the Curriculum Guidelines for Teacher Training in Basic Education Courses Higher indicate the reversal of the current Brazilian education and reinforce the need for the creation of teacher training courses for technical education. Thus, it can minimize the gap between the process of training of teachers and their professional development. However, it will require the qualification of teachers for teaching practice, focused on building skills and abilities.<sup>3</sup>

Thus, the Special Programme for Undergraduate (PEG) Teacher Training for Vocational Education, sponsored by the Federal University of Santa Maria (UFSM), RS, Brazil, form teachers with higher education for the practice of teaching in Vocational Training Medium level. So, has the objective:

- To report the experience of nurses students in the Special Program Undergraduate Teacher Training for Vocational Education (PEG), sponsored by the Federal University of Santa Maria (RS), Brazil.

## METHOD

Reporting experience of nurses as students of PEG Teacher Training for Vocational Education which is offered by the Center for Education UFSM.

PEG is a proposal articulated between UFSM Learning Centres, which are part of the Education Center, the Science Center Rural and Industrial Technical College in Santa Maria. In January 2011 he graduated the first

class of PEG / UFSM and also due the first class of the Restructuring Program and Expansion of Federal Universities (MEETING). The MEETING paved the way for expanding the supply of new courses, as well as the increase in vacancies, with social impact for the training of professionals to work in the workplace.

Highlights the diversity of the public that future teachers will interact and different age groups, it may be offered articulately with the School, the Youth and Adult Education, post-secondary course as well as in continuing education, which can occur in non-school spaces. Accordingly, PEG - Teacher Training for Vocational Education seeks to meet the demand of pedagogical training for professionals working, or intending to work as teachers in Vocational Education.

Professionals trained by PEG Teacher Training for Vocational Education receive the degree equivalent to Full Degree of Bachelor in the specific area to which graduates have been previously.

For enrolling in the course, it is necessary to participate in the selection process that occurs twice a year, by selection for resume and interview. The total was of 150 students from various professions that do not have a degree in education. There were formed multidisciplinary classes containing students from various fields such as sciences, humanities, agriculture, health and social, which characterize it as training in a multidisciplinary context.

The PEG has duration of three semesters within four semesters for payment curriculum, with a workload of 990 total program hours. Classes are held at the Education Center UFSM, on Fridays, afternoon and night shifts and on Saturdays during the daytime, with activities and virtual, through the virtual environment called Moodle.

The courses offered by the course are divided by half. The first semester includes disciplines axis of relations between public policies and educational practices of vocational and technological education, which are offered: Thematic Workshop I - Relations between Public Policy and Educational Practice of Vocational and Technological Education, Psychology of Development and Learning; Teaching Methodology for Technological Education, Vocational Education and Public Policy, Education and Labor, and Supervised Internship I, with half of the total workload of 315 hours.

The second half involves the axis of contexts and organization of vocational and

technological education, which comprises the disciplines: Thematic Seminar II - Contexts and Organization of Technological Education, Curriculum Organization for Professional Education and Technology; Organization Didactic-Pedagogical Education Institutions professional and Technological; Theories of Education; Technologies Applied to Education and information Systems, Management of Institutions of professional Education and Technology, Human Relations at Work, and Supervised Internship II with total workload of 330 hours.

The last half of the course covers the shaft of educational practices in technological and professional education in the disciplines that are part: Thematic Seminar III - educational practices in vocational and technological education; Inclusive Education, Research on Professional and Technical Education; Pounds; Science, technology and Society, Research Practices in Education and Educational Principle; Supervised and III, in which adds a workload of 345 hours.

The course Teacher Training for Vocational Education, from its curriculum, enables the professional expertise in specific disciplines of his technical area in school and non-school, youth and adults with elementary school, high school and / or Higher Education, as well as those who are working in professional venues.

In short, the trained professional can act as a teacher in schools Professional Education, private and public, as well as trade unions, non-governmental organizations (NGOs) and programs that offer courses and programs of initial and continuing training of workers and / or courses Professional Education level.

#### ACCOUNT OF THE EXPERIENCE

This course enabled the work experience of inter-and transdisciplinary, reaching different knowledge of each profession in the whole school knowledge. This experience provided the transdisciplinary interaction with professionals from various fields, allowing exchanges of experiences aimed at teaching and the expansion of knowledge through discussions in an educational context.

In health care, the fragmentation of knowledge, present both in teaching and practice, hides the reality fragments and the man himself. Thus, the development of educational knowledge through unfragmented furthers our understanding of the teaching profession more broadly, as the different areas of knowledge are articulated to each other.<sup>10</sup>

The activities developed in the course of Teacher advocate teaching within the vocational education, allowing practices inherent in professional nursing. The nurse, from its formation, is embedded in educational, training and improving professional nursing staff, without bringing pedagogical training in their curriculum.

The course allowed fill of a gap in our pedagogical training, providing foundation for the relationship teaching-learning, promoting the autonomy and contextualization of the various disciplinary knowledge, integrating the knowledge scientific to pedagogical. Furthermore, favors's commitment training with the inclusive education, through discipline of Brazilian Language of Signs (Libras) , although absent in curriculum of formation of nursing and important in the practice of teaching .

The mission of the nurse lecturer at training of the nursing technician will beyond teaching of techniques inherent to the profession , is responsible for formation of competent professionals who will soon be inserted in the labor market , paying care complexes to users. Faced with this, being a teacher is not a simple task, requires preparation, awareness and ethical commitment to society and, above all, with the training of these professionals, permeated by reflection on educational practice in favor of the autonomy of being of learners .<sup>11</sup>

The preparation didactic- pedagogical of the nurse is currently understood as a qualification needed professional for teaching in classroom. Study evidenced that nurses, logo that conclude their training, work in schools professionalizing, ministering the classes without knowledge didactic- specific pedagogical, since most of undergraduate courses not offers this knowledge into your grill curricular. Of these, few have pedagogical training, Degree or Teaching for Professional Education Technical Area of Health.<sup>12</sup> Thus, it reinforces the need for qualification in the nursing profession .

The challenge of launching new looks for prepare Nursing faculty contributes for the profession strengthening. This sense, the PEG assists in the formation of technical competence nursing faculty, which differentiates itself, by having a training critical pedagogical, reflexive, sensitive to reality of student, with depth understanding of dimension of school curriculum and on their importance for the society. Consequently, the professionals that pass by this teaching/nurse will be differentiated in the labor market,

with consciousness of its importance in building of public policies health Brazilian.

Therefore, we must be vigilant, because the technical excellence should not be separated from the social relevance of health and own teaching.<sup>3</sup> Thus, the importance of reflecting and cultivating building an ethical culture, whether in health or in education, or in any other area.

This corroborates the fact that concern for nurse training critical, reflective and transforming society is very recent, and its realization passes through the training of teachers. To have quality education, it is necessary to offer teachers proper training.<sup>2</sup>

The teaching practice is emphasized teachers with ethical responsibility in the exercise task ensinar.<sup>13</sup> however, that this commitment is finalized with success is to have a quality teacher training, appropriate to the Brazilian educational context.

It is known that the nurse, from its formation, is embedded in the educational context , forming and perfecting nursing technicians . The PEG provides improvement in the area of teaching and provides opportunities that nursing acts in a qualified training new professionals in the field of Technical Education Middle Level.

Technicians represent the majority of the workforce in nursing and her training is important, as are one or two years in vocational and insert themselves as professionals in the labor market , assuming responsibility for the care of the human being together with other health professionals . However, in most cases , the nursing teachers have no degree in Nursing , and the schools where they work does not provide them with pedagogical training , leaving them to seek to improve on their própria.<sup>14</sup>

With this, the opportunity to take the course Teacher Training enables the nursing and developing further professional growth. In addition to skills training for teaching at a technical level, it is essential that a practice needs to expand this type of teaching in a qualified manner.

Currently, what is perceived, yet, are nurses/teachers playing the education they had at the gym, without reflecting on the importance of a teaching qualification required to seek renewal in education. In this sense, the renewal of education proposed by the teacher with this formation in PEG results in a student who is able to build their skills and abilities, based on sound ethical principles, more prepared to face the

challenges of the working world, and with it reflect the quality of care .

## CONCLUSION

It is believed that proper training in teaching is the path to an education that addresses the multiple dimensions of knowledge, change of scenery in the training of qualified health professionals, and this is a complex challenge that involves persistence, boldness and creativity. Society today demands innovative professionals who perform their duties with pleasure, autonomy and responsibility, and thus is consistent that these professionals have trainers in their training these characteristics.

The training offered by PEG encourages us to promote the innovations needed to contribute to the training of new professionals for the labor market, an exciting challenge for an experience that promotes the renewal and improvement, the continued qualification of nurses for teaching practice.

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