



REVIEW ARTICLE

OPEN ACCESS

THE CHALLENGE OF BECOMING TEACHER AT THE HIGHER LEVEL AND THE PEDAGOGICAL PRACTICES USED IN THE NURSING COURSE

***Victor Fernandes Borges, Ana Irene Carneiro Borges Lucena, Gustavo Luiz Andrade Lucena, Maria Adenilda da Silva, Yatha Anderson Pereira Maciel, Herculano Rodrigues Silva, Maria Lúcia Paulino da Silva, LÍlian Natália Ferreira de lima, Victor Fernando Matos de Almeida and Catilena Silva Pereira**

State University of Tocantins – UNITINS

ARTICLE INFO

Article History:

Received 03rd January, 2019
Received in revised form
19th February, 2019
Accepted 22nd March, 2019
Published online 29th April, 2019

Key Words:

Teaching, Pedagogical practices,
Higher education.

ABSTRACT

The present work analyzed the pedagogical practice of the university professor, focusing his initial and continued formation in the educational practice as well as to reflect the construction of this practice seeking a relation with the knowledge necessary for a teaching performance. We know that with so many technological advances, we see the need to adapt the professional from the higher level to the everyday life of a globalized society. It was a research of qualitative nature, important references were used to reach the objectives proposed in the work. The study evidenced the need to think about pedagogical practice within a training context, so the discussion turned around a competent practice, as a result of a training focused on acting with the quality of the teacher, directed the research to the acceptance of the fact that HEI does not give the process of initial training of this professional, that the professor of higher education is responsible for giving the future teacher a theoretical and empirical support aimed at a good practical educational development. Sharing this idea that the university professor is the great trainer of new professionals, several questions have arisen that we seek to discuss in the course of this study.

Copyright © 2019, Victor Fernandes Borges et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Victor Fernandes Borges, Ana Irene Carneiro Borges Lucena, Gustavo Luiz Andrade Lucena, et al. 2019. "The challenge of becoming a professor at the higher level and the pedagogical practices used in the nursing course", *International Journal of Development Research*, 09, (04), 27069-27074.

INTRODUCTION

The law of the guidelines and basis of education (LDB) considers that Higher Education Institutions need to spread and materialize in teaching, research and extension, the foundation that sustain the path to knowledge, develops the character and understanding of man and the environment that lives. For the accomplishment of this work, some difficulties were found, due to the lack of study in the area, the specialized literature on university teacher training and qualification is somewhat scarce if compared to the one that approaches this theme in the field of basic education. According to Cunha (2005), most of the university studies are directed either to the historical-political perspective or to the strictly didactic aspect. As described above it is very important to reflect on the pedagogical training of the teacher, to graduate and to specialize in the field of qualification is not enough to prepare

the teacher for the teaching, continuous training is necessary that pedagogically qualifies the teacher, giving him conditions to accompany and know changes that occur in education and that contribute to their professional and personal progress. Currently with the technologies and constant changes in the professional sector in general, it becomes necessary the use of tools that facilitate the life of the teacher and the student. However, the academic environment demands a more up-to-date professional that responds to the constant changes in technology and society. We know, however, that habits, behaviors and practices do not change with the same speed that transformations in society occur. In our country, traditional higher education is still being developed, in which the teacher is the main agent in the teaching-learning process, developing a methodology focused on the transmission of knowledge (MASSETO, 2003). Many teachers are still far from innovative pedagogical practices, remaining conservative, resisting leaving outdated methods where the teacher is the holder of all knowledge, where teaching is teacher-centered.

*Corresponding author: Victor Fernandes Borges,
State University of Tocantins – UNITINS

Table 1. Characterization of the research interlocutors

Subject	Age Group	Titration	Titration Area	IES Work Regime	Time of exercise in Higher Teaching	Professional Teaching	Exercise outside
01	31-40	Doctor	Nurse	Integral	07 months	Not	
02	31-40	Specialist	Nurse	Integral	09years	Not	
03	25-30	Master	Nurse	Integral	05 years	yes	
04	31-40	Specialist	Nurse	Integral	04 years	Not	
05	31-40	Specialist	Psychologist	Partial	08 years	Not	

Source: Research data (2016).

Table 2. Analysis and Indicator Axes

Axis of Analysis	Indicators
I. Professional qualification	- The meeting with the teaching profession - Significant aspects experienced in the initial phase of teaching
II. Professional Trajectory	- Challenges faced in the daily life of the profession - Formsofre signification of the way of being a teacher - Need to seek pedagogical training.
III. Pedagogical Practice	- Forms of development of pedagogical practice. - Relevant aspects for the development of Pedagogical practice. - Learning acquired in the experience of Pedagogical practice.

Source: Research Data

The analysis of this context motivated us to develop this investigative work, motivated by the interest and the need to better understand how the pedagogic practice of the higher education teacher is established and how the difficulties encountered in his career are developed. In this article, we aim to outline the professional profile of the university professor characterizing the pedagogical practice used in his experience as a teacher. To perform this work was used the qualitative research, in which the subjects interlocutors register their speeches through writing. This approach seeks to describe experiences and experiences of the teacher, to characterize the pedagogical practice developed by him.

MATERIALS AND METHODS

Fifty (5) university professors of the nursing course of a public institution in charge of the teaching profession with different qualifications and training, in which they were invited to participate in the research, were surveyed. During the process of data collection, two instruments were used: the questionnaire and the written narrative. The first one with open questions and the second to profile the research subject. The research process was done by e-mail, the questionnaire was sent to the teacher so that it was answered in a timely manner and did not disturb his work.

RESULTS AND DISCUSSION

Based on the data collected through a questionnaire of closed questions, we drew the profile of the research interlocutors, according to Table 01. In order to preserve the identity of the subjects, the teachers were enumerated. The data summarized in Table 1 indicate that the study interlocutors are teachers at different career stages. Indicate the majority of professionals only act in teaching, with the exception of one who has another employment relationship. In the majority, the subjects were between the ages of 31 and 40 years. Of this set of professors, 01 subject holds doctor's degree, 03 have the title of specialist and 01 title of master. As for the work regime, the majority has exclusive dedication, with only one being hired under a partial regime. Within their workload, time for the development of other professional activities outside the context of the classroom, such as extension activities, participation in internal committees, among others.

Teachers contracted with a partial and integral work regime develop, in addition to teaching, other activities related to research and extension, as mentioned. As previously described, the axes of analysis were constructed taking into account the fundamental aspects established in the proposed objectives to characterize the pedagogical practice of the nursing teacher, identifying how these professionals, in the experience of the teaching profession, consolidate being a teacher and which major aspects of the process of becoming a teacher of profession, as in Table 2. The reflections established in this first axis of analysis aim to reveal, through the narratives, how the meeting of the interlocutors with the teaching took place and what aspects were experienced was remarkable in this process. During the process of reflection, the professional history of the subject is mixed with his personal life, and there is no way to separate them, as they are intrinsically interconnected, revealing fundamental aspects regarding the formation and encounter of the subject with teaching, as well as what reasons were decisive for the choice of this profession. By means of these introductory considerations, we pass next the narratives of the interlocutors, in which stories have emerged that have become revealing, allowing us to know and analyze, in the light of the theoretical reference, several aspects related to their professional teaching trajectory, with which we construct the answers to the questions raised in this investigation.

It is pertinent then to highlight here the distinction between being and being in the teaching profession. On the one hand, the "being" teacher refers to a state of mind, personal and professional fulfillment, awareness of his role in society and his total involvement with the profession. On the other hand, "being" is a transient, transient and circumstantial situation. In this direction, the analysis of the narratives of the interlocutors, related to the way they entered the teaching, reveals the teaching as a secondary professional activity, although, in general, the subjects investigated demonstrate identification with the teaching profession. Thus, the narratives of the interlocutors regarding their teaching trajectory, particularly regarding the encounter with the teaching, are full of facts and discoveries, being possible to observe that the entrance in the teaching was motivated by several factors, as demonstrated following reports:

"I've always wanted to be a teacher. The pretension goes back to the times of elementary and middle school. The immense admiration for the good masters kept on this flame of one day becoming a master too. After college, the first concern was the selective ones of the masters. Having passed this stage the next step was to do the doctorate" (Subject 01)

"After finishing the specialization, doing didactic training" (subject 02)

"Even when nursing student was aroused in me the desire to be a teacher and I always put among my professional goals prepare myself for it. After completing my degree, I joined the master's degree, but my meeting with the teaching profession was given when I was studying the master's degree" (subject 03).

"My first contact with the classroom was due to my financial need, due to the lack of opportunity to practice my profession as a nurse, after finishing my specialization I participated in a selective for a teacher of designer, in which I am professor and coordinator of the course until time. I develop teaching with a lot of love and pride" (subject 04)

"From an early age I've always wanted to be a teacher. I was also a private tutor in Calculus"(subject 05).

Significant aspects experienced in the initial phase of teaching: The entry into the teaching career is characterized as a moment marked by significant situations for the teacher. The exercise of any profession is characterized by several events that can mean positive or negative experiences. In this way, the teacher is building skills and abilities that will give him / her the subsidies for the development of the teaching work, since to practice teaching is a complex task that involves much more than the domain of specific contents, also including the mastery of pedagogical contents, the which are becoming the extent to which the teacher experiences the teaching-learning processes, through their relationship with their peers, which makes them learn at the same time as teaching.

We sought to know which aspects marked the initial phase of the teaching our teachers, who emphasized the following narratives:

"Within the teaching activity, I can say that there are many challenges faced in the daily, more important as important for this activity, the constant search to organize classes that are dynamic and innovative, as well as keep up to date". (subject01)

"The biggest challenge is to teach students who often do not want to learn, but only to have a degree in the future". (subject02)

"The most striking aspects of early career as a teacher were the satisfaction of working to do what I like, the happiness of the recognition of my work by my students". (subject03)

"I started my life as a teacher a little shy, but always seeking to excel in respect and commitment to the students. Little by little I was increasing my classes". (subject04)

"I can highlight the outstanding aspect that I experienced in the initial phase of my teaching career, the small number (but good quality) of students who really were interested in the disciplines. The majority of students are disinterested, which makes our work difficult in the classroom". (subject05)

Based on this set of narratives, we noticed that the aspects that marked the beginning of the teacher's exercise of the interlocutors were insecurity, the search for a good relationship with the students and the concern to develop didactic activities attractive for students' motivation. Probably, these aspects arose because the teacher's learning occurs empirically, that is, by trial and error, when it is already inside the classroom, therefore, by the absence of specific training to develop the teaching function, an aspect that is widely evidenced in almost all categories analyzed. By the way, the narrative analysis reveals its insecurity at the beginning of the function in the higher magisterium. Based on the logic of survival in the teaching profession and according to Marcelo Garcia (1999), this phase of career initiation, fraught with tensions, strengthens the knowledge and teaching knowledge.

Professional Background

In this topic we present reports of the interlocutors on their professional trajectory in higher education. Therefore, we established three indicators of analysis regarding this axis, according to the narratives: to know what challenges are faced in the daily life of the profession; what forms of resignification of the way of being a teacher, that is, how, starting from the confrontations experienced in the daily practice of teaching, the teacher finds strategies, creates new mechanisms and acts in order to overcome these dilemmas; and finally, we try to understand how this group of teachers reveals their needs and seek to become pedagogically qualified for a better development of their pedagogical practice. The teacher of higher education is constantly faced with numerous situations that can mark its trajectory as we have already said, in a positive or negative way. In the development of pedagogical practice, there are many challenges that must be faced.

The main challenges experienced were reported below:

"I find it extremely relevant and rewarding to find ways to make matters interesting, but I also consider it one of the biggest challenges we face. In addition, I add that every day new challenges arise, but the biggest of them is to achieve the motivation of the class".(subject 01)

"As a professional trajectory it is possible to emphasize that the teacher of the Biological area has to have deep experience with what he is ministering and, at the same time, to try to pass this knowledge in a more simplified form to the student, so that the contents are better absorbed by them". (subject 02)

"Considering the discipline that minister already appears a first obstacle that is the antipathy that among students nourish in relation to biostatistics".(subject03)

"The biggest challenge in the early part of the teaching career was overcoming this insecurity, but since I knew I had mastery of content as well as practical experience, I soon felt more at ease in the classroom". (subject04)

“With the first class, I faced difficulties to reconcile the content of the discipline with the hourly load offered. However, this aspect was overcome in the following semester, when I was able to plan the necessary topic for each chapter and to exercise more control over student participation”. (subject05)

The initial insecurity appears as a challenge in the reporting of several interlocutors, and this period of initiation to teaching has proved to be an important moment for the process of learning to be a teacher. It is true, that there are revelations that many have thought of giving up, if they have distressed, doubted their competence, but all this process is important, because, throughout its trajectory, it builds a practical knowledge that contributes to the construction of new knowledge.

The forms of resignification of the way of being a teacher

In going through the paths of teaching practice and the confrontations experienced in this course, the teacher is implementing changes, while looking for alternatives to innovate his teaching. In this process, it is important to exercise reflection because, in addition to the knowledge and know-how inherent in their specific professional action, indispensable for the teaching exercise, the teacher also needs to develop daily ways that improve his classroom and his pedagogical practice. In this perspective, the daily pedagogical practice must be accompanied by a critical-reflexive behavior on the part of the teacher, which leads him to overcome the instrumental dimension of the teaching activity and leads him to the valuation of a more critical and participative practice (BRITO 2007).

“At the beginning of my career I was a more severe and inflexible teacher, be it with timetables, frequencies and grades. Today I adopt a slightly more flexible approach so as not to be intolerant. This posture was acquired with time and maturity in the profession”. (subject01)

“With the experience of the teaching profession, I can say that I have changed my posture in front of my students, because I am aware that I must be open to learn from the students themselves. Also, today, I can say that I am a more mature professional and I owe this mainly to my will to learn and teach good quality classes”. (subject02).

“With the first class, I faced difficulties to reconcile the content of the discipline with the workload offered on account of my work outside the university environment, after some time I managed to conciliate without problems and improve my classes. Of course, only classroom experience allows us to improve our activities. Each class has its own peculiarities and represents a challenge, providing a different learning experience”. (subject03)

“At the beginning of my career as a teacher to this day, I certainly have matured in many ways. At the core of my convictions, however, I remain the same: a teacher who has a transparent relationship with his students”. (subject04)

“Before, I used only a whiteboard. Afterwards, I started to use slides, videos, classes, tours, visits, finally, to make the classes taught by me dynamic and attractive”. (subject 05)

It is noticeable, in these reports, how much the teacher is constantly in question about what he thinks and what he does. In this process, as he begins to reflect as a natural consequence of his actions, this attitude is incorporated into his practice.

Need to seek pedagogical training: Pedagogical training seems to be still neglected by many teachers. Teachers who share this thinking rely exclusively on the domain of content and professional experience specific to their training as sufficient requirements for the proper development of their activity in the higher teaching, thus acting as reproducers of knowledge and disregarding that the teaching knowledge is constructed and improved in the daily practice of pedagogical practice. In this context, continuing education can provide the teacher with not only the intellectual preparation, but also the emotional and ethical preparation for teaching. Perrenoud (2000) points out that the teacher's responsibility to pursue continuing education is the strongest indication of his or her professional commitment.

Starting from the specific case of the interlocutors of this study, we have seen that, in a general way, the majority seek a continuous formation as a form of personal investment in the teaching of Law, as shown below:

“I think that pedagogical training is important, since there are methodological aspects that serve as a guide to the pedagogical practice of teachers in terms of, for example, variations in techniques used in and outside the classroom, improvising to avoid predictable and monotonous classes. I've done some updating courses in this area”. (subject01)

“I think it is necessary. I became a much better teacher after that training, and during continuing education courses” (subject02)

“Pedagogical training is certainly important in teacher education. My pedagogical training is mainly due to the readings and my daily experience”. (subject03)

“I think pedagogical training is essential, and in this we teachers feel a gap. We were not trained to be a teacher. I seek to update on pedagogical practices through reading about the subject”. (subject 04)

“I think teaching training is of paramount importance; I even imagine that every teaching institution should not only be concerned about such training, but, beyond that, there will surely be an immediate return to them, as their professionals will always improve their performance”. (subject05).

In this way, we understand continuing education as being necessary to improve and deepen the studies and techniques of professional development already achieved, taking place in a contextualized way and enabling the construction of knowledge about pedagogical practice, based on a critical reflection on the universe in which the teacher is inserted. This process of critical reflection involves thinking and teaching, in which teacher education programs are based, starting from the educational conception that conceives teaching as a complex activity that demands from teachers an appropriate pedagogical training that goes beyond mere development of technical skills and mastery of a specific knowledge. Thus, pedagogical training should encompass dimensions related to

ethical, affective and socio-political aspects related to teaching.

The pedagogical practice: As a last line of analysis, we seek to understand and characterize the professional development of the teacher at the higher level, which aspects this professional values and considers relevant in this process and which are the main lessons learned and acquired in the teaching profession. Let us see below what the narratives of the interlocutors revealed about the development, relevance and learning that come from their professional career in the higher teaching. The contemporary educational paradigm makes us reflect on the development of pedagogical practice based on a reflective teaching action based on dialogue, exchange of experiences, research and content applicability, requiring a greater involvement of all the subjects involved in the process. teaching-learning. In this context, one of the main competencies required of the teacher is his ability to articulate the curricular contents with the social reality in which the student is inserted, in order to contextualize the teaching. To understand how the interlocutors develop their pedagogical practice in the daily life of their teaching activity, let us see what their narratives reveal:

“In my classes, I try to develop my pedagogical practice well in the preparation of the course plan, lesson plans, lesson plans, complementary texts, practical activities, gymnastics and etc. I also believe that making all the lesson plans available to the students before the lessons will greatly enhance learning”. (subject01)

“Work with distance education, helping in the preparation of the tasks and calendars of the semester. The practice is developed within this, following methodology that is determined during these encounters”. (subject02)

“I always try to make myself understood, but without being superficial. Only minister disciplines that I have dominion and I always seek to respect students, believing in their potential and worrying about the critical and humanistic formation of the student”. (subject03)

“In my specific case, even after structuring the slides according to the program of the discipline, I still try to make a previous revision and update the examples, besides changing the configuration of the slides. [...] I also try to prioritize the practical aspect of the discipline through exercises developed from concrete cases”. (subject04)

“Today, in my classes, I try not only to transmit the content of the subjects, to relate them to the everyday examples of each one, as well as to alert students to specific points that deserve more attention, since they are required in tests for a traineeship contest, for public office competition”. (subject05)

Thus, we perceive in the writings of the interlocutors several attempts to alternate, vary and enrich the teaching activities, favoring contextualization and the interdisciplinarity of contents. It is also noticeable the concern to maintain a good interpersonal relationship with the student, building a learning that allows to develop the critical reasoning and the humanistic formation. It is the teacher's job to teach and encourage the student to think critically, question, analyze and interpret information and build new knowledge, that is, the student must

learn to learn, adopting the premise that the reciprocal is true, stimulating the student to think critically, question, analyze and interpret information and build new knowledge, that is, the student must learn to learn, adopting the premise that the reciprocal is true.

Aspects relevant to the development of pedagogical practice: In this indicator we seek to understand within the teaching narratives, which aspects they consider most relevant for the development of their pedagogical practice. This analysis makes it possible to discover what meanings are attributed to the teaching activity and what its importance in the development of its professional trajectory in the higher teaching.

Let's look at the following reports:

“It is also relevant to worry about always passing the knowledge linked to the experience of life and the practical usefulness of it, thus, I perceive a growing admiration and respect on the part of my students”. (subject01)

“Develop different methodologies, never the same, which becomes tiresome and repetitive. The use of constructivist dynamics is also crucial for students to be part of the learning process”. (subject02).

“I find it extremely relevant that the teacher seeks ways of articulating the theory to the practice, contextualizing the given subject in the classroom and making the subject attractive and pleasurable for the student”. (subject03)

“I consider it relevant to always be looking for quality classes, reconciling theory with practice, making students experience in practice what is discussed in the classroom”. (subject04)

“I can affirm that the most relevant aspects in the development of my pedagogical practice are in the search for the best effectiveness of knowledge transmission”. (subject05)

In general, the reports reveal that the interlocutors have as a way of guiding the teaching work, the concern to create strategies and to apply new didactic forms and contents that favor their performance as mediator and articulator of the teaching-learning process, which are propitious to the development of critical thinking of the student, praising mutual respect and admiration, instead of prioritizing structures of power between teacher and student. These innovations are important, especially at the present moment in which we live marked by constant changes.

Learning acquired in the experience of pedagogical practice: In his role as educator, the teacher of higher education, as he teaches, also learns, a process that makes him an active subject and responsible for his own knowledge. Thus, teaching also becomes a source of knowledge and knowledge construction. Seeking to understand how teachers are building learning in the different contexts in which they act throughout their teaching trajectory, we analyze the teachers' narratives, as follows:

“Each day, starting from my experience as a teacher, I am creating better strategies to promote the articulation

between the theoretical knowledge and its practical application and, consequently, this increases the students' interest in the discipline". (subject01)

"I'm learning a lot from this moment. Practices developed as directed studies, group work as theater, lectures, serial album, documentaries". (subject02)

"As forms of learning in my teaching career, I can say that I have learned to plan and organize my classes every day, in order to prioritize the teaching process more and more in an articulated and contextualized way". (subject03)

"I have learned to plan the goals that I intend to achieve with the students in and out of the classroom". (subject04)

"As a constant learning in the experience of pedagogical practice, he emphasizes that, in order for there to be an effective transmission of knowledge, it is necessary: first, not to think that he knows everything; second, to seek to transmit their knowledge in a humbler way, making interpretive reductions within reach of the students; Third, listen attentively to the student's questioning and then try to solve your doubts as best as possible, always following the previous steps". (subject05)

At the end of this section of analysis of the narratives of the subjects participating in this research, we can conclude that the interlocutors present a conception of teaching that, throughout their course in the higher teaching, has been transformed. In general, it contains articulated elements of reflexive processes and effective actions of coherent pedagogical practices. In this way, teaching in higher education is developed in a way that goes beyond the mere technical dimension, also constituting knowledge and practical contextual contents, emphasizing ethics and valuing the respect and affective relationship between teacher and student.

Conclusion

The pedagogical unpreparedness of university professors is also the result of their own formation, can affect the training of future professionals who need knowledge and affects all those people who pass through high school without having had the opportunity of a minimum training of basic contents.

Generally, university professors undertake little, much less than necessary, with this question of teacher training and with their pedagogical self-training, leaving to another group the didactic-pedagogical training of their students who wish to graduate and practice teaching. This training can be well conducted, critical, with good pedagogical foundations, in contact with schools, in the form of research, trying to overcome, in this process, the pedagogical model that the students most experienced - transmission / reception. This, however, is not enough, because in professional practice, in high school or higher classrooms, graduates will continue to develop teaching the way they experienced it and believe they have learned it. This is, in fact, the argument used by many university teachers: I learned this way, why should I be different with my student?

The teacher, in interaction with his students and based on the knowledge already established by the various sciences, can effectively produce, create and recreate own knowledge of the student and teacher activity. This is much more than practicing teaching as a function of transmission and reception of ready and finished knowledge. It is now admitted that knowledge constitutes the mind and the thinking of the subjects in a continuous and permanent process. This allows each member of society to participate with responsibility in the creation / re-creation of their environment, modifying and rectifying mistaken decisions. The mind of the subject is never ready, it is elastic, it can change constantly in social and cultural interaction.

REFERENCES

- CUNHA, M. I. da. Teaching as teacher training mediation. In: MOROSINI, M.C. (Org.). Higher education teacher: identity, teaching and training. Brasília, DF: INEP, 2001.
- GÓMEZ, A. P. The practical thinking of the teacher: the teacher's training as a reflective professional. In: NÓVOA A. (Org.). The teachers and their training. Lisbon: Publications Don Quixote, 1995.
- MARCELO GARCIA, C. Teacher training: for a change education. Trad. Isabel Narciso. Oporto: Porto Editora, 1999.
- MASETTO, M. T. Pedagogical competence of the university professor. Sao Paulo: Summus, 2003.
- PERRENOUD, P. The reflexive practice in the teacher's profession: professionalization and reason pedagogical Porto Alegre: Artmed, 2002.
