

## CHALLENGES OF TEACHING IN NURSING: A BIBLIOGRAPHIC REVIEW

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*Vinicius Gabriel DumerBressa*

<http://lattes.cnpq.br/6046292136557747>

*Gabriely Karyse Bonfim Gera*

<http://lattes.cnpq.br/9520662383125019>

*Gilvan Salvador Junior*

<http://lattes.cnpq.br/0770423004627738>

*Carolina Rosa Sávio*

<http://lattes.cnpq.br/2352827757447766>

*Ohanna Alegnator Bazanella de Sá*

<http://lattes.cnpq.br/7876584903056004>

*Lilian Caldas de Ornellas*

<http://lattes.cnpq.br/8460196720956377>

*Milena Dalbem de Oliveira Ragi*

<http://lattes.cnpq.br/4767806353775321>

*Emily Kelly Ferreira Gomes Santos*

<http://lattes.cnpq.br/1934229381670861>

*Iuri Santana de Jesus*

<http://lattes.cnpq.br/6121100461713700>

*Victor Hugo Alves de Sena*

<http://lattes.cnpq.br/8281296517557826>

*Julliana de Souza Rodrigues*

<http://lattes.cnpq.br/8796731835384060>

*Keitty Munich Silva*

<http://lattes.cnpq.br/7402112609402833>

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**Abstract:** In view of the advancement of technology, the behavior of society has diversified, consequently affecting the educational process, with this change, teaching today is not limited to training academics, but encourages them to develop solutions to the problems encountered and new knowledge. University teaching presents itself as an important subject at a time of transformation in nursing education characterized by both curricular and methodological changes. Therefore, this article aimed to point out practices and challenges faced by students and professors with the teaching-learning process in higher education. A descriptive literature review, with a qualitative approach, the review of articles through exploratory bibliographic research was used as a method to achieve the objective of this study, allowing the inclusion of experimental studies that are related to the proposed theme for a better understanding of the analyzed content. Data from the researched literature demonstrate that interdisciplinarity can help in the dissociation of the knowledge produced and guide the production of a new order of knowledge, constituting a necessary condition for improving the quality of higher education focused on nursing.

**Keywords:** Didactics. Nursing. difficulties.

## INTRODUCTION

With the advancement of technology, the behavior of society has diversified, consequently affecting the educational process in universities (TERRADAS, 2011), demanding that the learning process within a university is not limited to training academics for future traditional skills, but, above all, encourage them to develop skills and abilities related to the new knowledge that is produced. Education must be understood and worked in an interdisciplinary way, where

the teacher, as a transmitter of knowledge, makes the student the subject of his learning, create situations that encourage him to use a critical sense of that reality, create hypotheses and solutions for them in a planned way, in order to acquire these skills, it is necessary to work with pedagogical practices that respect the individuality of each one, approaching interdisciplinary contents that help them to perceive the various dimensions in society (FAVARÃO; ARAUJO, 2004).

## METHODOLOGY

A descriptive literature review, with a qualitative approach, the review of articles through exploratory bibliographic research was used as a method to achieve the objective of this study, allowing the inclusion of experimental studies that are related to the proposed theme for a better understanding of the analyzed content. Data analysis and interpretation were carried out from July 1 to 29, 2018.

For Mota *et al.* (2016) the bibliographic research aims to try to explain a problem from theoretical references published in documents.

The literature review took place through a bibliographic survey in the following databases: Revista Estação Científica, Revista Brasileira de Enfermagem (REBEn), Revista da Escola de Enfermagem da USP (REEUSP), Latin American Journal of Nursing (RLAE), Digital from USP, Revista Presença – Universidade Federal de Rondônia (UNIR) and Scientific Electronic Library Online (SciELO), the following descriptors were used: Challenges in teaching, teaching and practices, and the importance of interdisciplinarity.

For the selection of the analyzed articles, criteria were adopted such as: articles in Portuguese, published between 1995 and 2015, which addressed the challenges of

didactics in nursing, thus articles that did not meet the choice criteria such as language, period and thematic.

## RESULTS AND DISCUSSION

According to Neves (2000 *apud* Paulo Freire, 1977, p. 48):

“Man cannot actively participate in history, in society, in the transformation of reality if he is not helped to become aware of reality and of his own ability to transform it. (...) No one fights against forces he does not understand, whose importance he does not measure, whose shapes and contours he cannot discern; (...) this is true regarding the forces of nature (...) this is also true of social forces (...). Reality cannot be modified until man discovers that it is modifiable and that he can do it.”

At the same time, it is remarkable that society is changing and that different ways of teaching are outdated. The educational field has proved to be an advantageous and profitable investment, at the same time that it is very pressured by the necessary transformations to optimize the quality of teaching, based on this principle, it is necessary to find the difficulties faced by the teacher in their daily lives. Taking into account that currently, the teacher must be prepared to train morally ethical professionals, and not only to teach subjects considered mandatory. Therefore, it is essential that obstacles inherent to the daily life of the profession are identified, thus enabling real probabilities of overcoming and improvement. (figueiredo).

Oliveira (between 2007 and 2017) explains that, currently, a teacher is not asked to be a mere transmitter of information, or who learns in the academic environment what will be taught to students, but a teacher who produces knowledge in tune with the student. It is not enough that he knows the content of his discipline. He needs not only to interact with other subjects, but also to get to know

the student. Knowing the student is part of the role played by the teacher because he needs to know what to teach, for what and for whom, that is, how the student will use what he learned at school in his social practice.

The teaching-learning process and communication have always walked side by side, because there is no way to talk about the teaching-learning process without talking about communication and vice versa. To teach, communication is needed, whether verbal or not, as the teaching-learning process is based on the exchange of knowledge and experiences of the subjects involved, and communication is an essential member for this exchange to occur (ZANI, 2005).

The formation, performance and professional development of the teacher constitute an object of analysis and study from the movement of transformation of higher education. In this context, teacher training is identified as one of the main factors that can lead to an improvement in the quality of teaching. Considering that, the reflection on the pedagogical training of the nurse teacher is essential due to the complexity of the professional practice inserted in the task of education. However, for many teachers, health teaching is generally considered secondary, failing to recognize the existence of a relationship between teaching, learning and assistance, as well as the specificities of the teaching-learning process scenarios being discussed (RODRIGUES; SOBRINHO, 2006).

For Almeida (2015) the practices and challenges on the way of teaching are increasingly focusing on the needs and realities experienced by students according to their community and social environment, that is, it is limited. But the teacher's action also needs to be based on wide-ranging pedagogical purposes, in order not to imprison him in a reality limited, where the same could be nothing more than what she

predicted. The contradictions of the job market and educational institutions have caused distortions in the teaching practice, when they authorize nurses to teach classes, even without pedagogical training. We understand that issues involving teaching and learning have to do with teacher training, which is the link between theory and practice of this activity (BASSINELLO; SILVA, 2005).

According to Bosquetti and Braga (2008), the beginning of nursing practice represents a difficult and frustrating experience for the student. This process can be facilitated when the novice identifies help in interacting with the teacher. Nursing procedures, the teacher, the internship field, the doctor, the colleague, the patient, the time and the nurse are components that emerge as determinants for the impressions that students have of their first contact with professional practice, and that the role of the teacher is the most relevant in these.

In search of technical efficiency, the transmission of knowledge was centered on lectures, in which the student was given little or no possibility of insertion and participation. In addition to the emphasis on technical competence, traditional approaches fragmented reason and emotion; science and ethics; objective and subjective. The teaching-learning process is basically focused on the person of the teacher and on the classroom space, with little chance of problematizing the practice (BACKES *et al.* 2010).

The difficulties and anxieties that the student experiences in the relationship with the patient, the teacher and the environment also produce positive and negative effects/sensations referring to the student's first practical experiences with patients. The negative reports include factors such as caring for highly complex patients, witnessing death, in addition to the students' perception that health professionals are insensitive to pain,

death and dying. In the positive reports, it is observed that the provision of nursing care to highly complex patients allowed the development of more complex procedures and comprehensive care, and when students took care of critically ill patients who recovered, great satisfaction was identified on their part. (BOSQUETTI; BRAGA, 2008).

Still in this reasoning, Bosquetti and Braga (2008) say that content analysis is a set of communication analysis techniques aiming to obtain, through systematic and objective procedures of description of the message content, indicators, quantitative or not, that allow the inference knowledge regarding the production/reception conditions (inferred variables) of these messages. This method is composed of three phases: pre-analysis, exploration of the material, treatment of results, inference and interpretation.

In this regard, Batista *apud* Feuerwerker states:

“There is a need to redefine references and relationships with different segments of society in order for the university to build a new social place, more relevant and committed to overcoming inequalities. In the field of Health, it is essential that the production of knowledge, professional training and the provision of services be taken as inseparable from a new practice” (Batista *apud* Feuerwerker, 2005, p. 287).

According to the author, a new way in relation to knowledge in the area of health essentially involves the implementation of new training spaces at the university that bring the education-health-citizenship dialog as a pillar, going beyond the model of focus on disease in favor of in the health-disease process.

For Rodrigues and Sobrinho (2006), this reality is experienced in nursing education. Until recently, only a bachelor's degree and the competent exercise of the profession were required of the candidate to become a university professor. It was believed that

if you were a successful professional in the profession, you would know how to teach. Training in the pedagogical area was not required. The training of nursing professors must be consolidated based on the mastery of scientific knowledge and investigative action in the teaching and learning process, recreating learning situations by collectively investigating knowledge with the purpose of valuing diagnostic assessment within the cognitive universe and cultural aspects of academics as interactive processes.

In Higher Education, the lack of contact between knowledge and reality seems to be a very accentuated characteristic. Teachers, in an effort to get their students to learn, do so in a way that gives importance to the content itself, and not to its interconnection with the situation from which it emerges, thus generating the classic dissociation between theory and practice. Education must be understood and worked on in an interdisciplinary way, in which the student is an active, committed, responsible agent, capable of planning his actions, assuming responsibilities, taking attitudes in the face of facts and interacting in the environment in which he lives, thus contributing to the improvement of the teaching-learning process (FAVARÃO; ARAÚJO, 2004).

Rodrigues and Sobrinho *apud* Rosemberg (2008) claim that becoming a teacher requires skills that are not innate and, therefore, need to be built. This construction must be based on critical reflection on professional practice as well as on the historical, social, political and cultural context in which this practice takes place. Traditionally, pedagogical knowledge is not a prerequisite for admission to higher education, and, as a result, the vast majority of bachelor professors carry out their own teaching activities even without having any preparation for this new role. Thus, the idea that “those who know how to do know how

to teach” predominates in the hiring of higher education teachers.

Sá (1995) emphasizes that this complexity is due to the fact that the nurse-professor has some characteristics and particularities that differentiate him from the general education teacher: the issue of health makes a crucial difference, as he is responsible for teaching care scientific research to be provided to human beings, which implies being involved with both humanistic and technical aspects of the profession. In addition to specific technical skills, it is up to the nurse-teacher to work on the responsibility of transforming a lay teenager or adult into a professional - as mature and competent as possible, who will deal with human lives in their daily lives.

According to Rodrigues and Sobrinho (2008) the training of professionals is an urgent and real need, and it is not an easy task, due to the absence of the tradition of courses aimed at preparing these teachers; the fear of loss of status and accommodation or non-recognition of the importance of pedagogical training.

It is considered that when selecting the most appropriate strategies and organization of learning experiences, the following aspects must be considered: adequacy to the objectives established for teaching and learning; the nature of the content to be developed; the characteristics of the students; physical conditions and time available. The author also emphasizes that, based on these aspects, the forms of intervention in the classroom are defined in order to help the student in the process of (re)construction of knowledge (HAIDT, 2002).

## CONCLUSION

This analysis of pedagogical training allows us to affirm that reflective practice is favorable in the training of nurse teachers. We agree with the proposition that we cannot

train generalist, critical and reflective nurses without the teacher nurses having adequate training. So, we can say that the training of the nurse teacher needs to be redirected in a way that is based on the reflection on the daily practice, considering the teacher as a researcher of the practice itself. In this context, it is of fundamental importance to establish continuing education programs aimed at teaching that consider reflection on practice and the accumulated knowledge of experiences, combined with the interdisciplinarity that has been introduced in universities through the realization of projects and integrated work. in different undergraduate courses, bringing together the contents covered by the curriculum in each year. Therefore, the educator must make the bridge between theory and practice and must reflect on his role in the constitution of his student's knowledge and on how to develop his work, in order to lead his students to be leaders of themselves and be questioners.

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