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## TEACHING - CONCEPTUAL ANALYSIS

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**Abstract:** The word didactic comes from the Greek term *didaktiké*, which means the art of teaching. Didactics is the part of pedagogy that comprises the study of techniques related to the teaching-learning process. In other words, Didactics is a technical discipline that studies the teaching method in all its practical and operational aspects, and can be defined, according to Piletti (1990, p.43) as “the technique of stimulating, directing and directing, in the course of learning, the formation of man”. The word didactic comes from the Greek term *didaktiké*, which means the art of teaching. Didactics is the dimension of Pedagogy that comprises the study of techniques related to the teaching-learning process. In other words, Didactics is a technical discipline that studies the teaching method in all its practical and operational aspects, and can be defined, according to Piletti (1990, p.43) as “the technique of stimulating, directing and directing, in the course of learning, the formation of man”.

**Keywords:** Didactics. Pedagogy. construct.

## INTRODUCTION

Mattos (1971) argues that Didactics is the pedagogical discipline of a practical and normative nature that aims to actively direct and guide students in their learning. Regarding its content, the author describes it as a systematic set of principles, norms, resources and specific procedures whose function is to guide students in learning the programmed subjects.

Nérici (1992) argues that, initially, the word didactic meant the art of teaching. And as an art, didactics depended a lot on the way of teaching, on the teacher’s intuition, since there was very little to learn in order to educate. This way of teaching was related to the teacher’s capacity for empathy, which was linked to the sensitivity of putting himself in someone else’s situation and this way, better feeling and

understanding the situation that the other was going through. In addition, the ability to empathize facilitated the teacher’s approach to the student, with greater possibilities of adequacy of didactic action, in the orientation of learning.

Later, Didactics came to be conceptualized as a science and art of teaching. Thus, it can be understood in two senses, namely, in the broad sense and in the pedagogical sense.

In a broad sense, Didactics is concerned with the procedures that lead the student to change their behavior or to learn something without socio-moral connotations (FERRARI, 2008). In this sense, didactics is not concerned with values, but only with the way of leading the student to learn something, since it can form both a skilled delinquent and an authentic citizen (UBERTI, 2007).

In the pedagogical sense, however, didactics is committed to the socio-moral sense of the student’s learning, which is to aim at the formation of conscientious, efficient and responsible citizens.

Along the same lines, Veiga (2004, p.13) emphasizes:

The didactic process from the relational perspective means analyzing its characteristics from four dimensions: teaching, learning, researching and evaluating. The didactic process, therefore, develops through the reciprocal and interdisciplinary action of the fundamental dimensions.

It is also possible, more specifically, to link the concept of Didactics with that of education and, then, there would be the following conceptualization, as stated by Nérici (1992) that in his view, didactics is seen as the study of the set of technical resources that aim to direct the student’s learning, aiming to lead him to a state of maturity that allows him to meet reality, in a conscious, efficient and responsible way, to act in it as a participating and responsible citizen.

## DEVELOPMENT

According to Piletti (1990), studying didactics does not mean just accumulating technical information about the teaching-learning process. First of all, it means developing the ability to question and experiment with such information. In addition, the object of study of didactics is the teaching process, the main field of school education, which includes the contents of programs and textbooks, the methods and organizational forms of teaching, the activities of the teacher and students and the guidelines that regulate and guide this process.

In the same sense, Veiga (1989, p. 44) defines:

Didactics is understood as a set of rules aimed at assuring future teachers the necessary guidelines for teaching work, separating theory and practice, with practice seen as the application of theory, and teaching as a form of indoctrination. This conception still influences directly and/or indirectly the way of teaching of many professors.

In the words of Libâneo (1984), didactics deals with the objectives, conditions and means of implementing the teaching process, adding pedagogical-didactic elements to socio-political objectives. For the author, there is no pedagogical technique without a notion of individuals and society, without the presence of a technique to carry it out, therefore, teaching must be idealized, with clear proposals about its designs, preparing students to live in society.

It is imperative to add that didactics has great value in the educational process of teaching and learning, as it forces the teacher to develop methods that support the development of cognitive skills, making the learning process of individuals easier.

Taking into account all these teachings, Libâneo (1994) describes that it is up to the teacher to plan, direct and lead the teaching

process, encouraging their students to develop school activities, successfully and with their own competences, leading them to success in the learning process.

Based on this educational objective, it is concluded that the teaching method is not limited to a set of procedures, but involves actions and steps related to the method of reflection, understanding and transformation of reality, which under the concrete conditions of each didactic situation, ensures the formative encounter between the student and the teaching materials.

In addition, by highlighting the facet of knowledge contribution, a perspective is opened for students to participate in the educational process, which will not be limited, even, to the simple dissemination of knowledge, but also to the collaborative construction of knowledge, being that the Didactics is a teaching and learning process, and in this sense, it enhances the teacher's relationship.

## DIDACTICS AND TEACHING METHODS

The teaching methods are proposed, classified and described by the discipline of Methodology, however, it is up to the didactics to carry out the judgment or criticism of these teaching methods. A method consists of a disciplined, orderly, and calculated way of proceeding towards an intended goal. In a method, every step and every movement is related to the end goal and has its reason for being.

Furthermore, according to Mattos (1971), in every method it is essential to have knowledge of the following elements: the objective or result to be achieved; the material that will be used; the means or material resources that may be used; the most appropriate procedures that, under the circumstances, may be applied; the most rational and efficient

order or sequence in which resources and procedures must be allocated to achieve the objective safely, economically and with high performance; and, finally, the time available and the rhythm that must be applied to the work in order to reach the foreseen objectives within the desired time.

Based on these constitutive elements, the didactic method is the rational and practical organization of the educator's resources and procedures, aiming to lead the students' learning to the expected and desired results. In other words, the didactic method intends to lead students to a safe and satisfactory mastery of the subject, expanding their knowledge, enriching their experience and developing their capacity, making them more apt for life in society and more qualified for their future professional work.

To achieve this objective, didactics develops and applies teaching methods and techniques adapted to different educational contexts. When directing and stimulating the teaching process based on student learning, the educator makes intentional use of a set of actions, steps, external conditions and procedures, which are called teaching methods.

The didactic methodology, maintains Nérici (1977), can present predominantly logical or psychological structures, according to the circumstances and the level of maturity of the student. The basic elements of a teaching method are: didactic language, both oral and written; auxiliary means and teaching material; and the didactic action itself.

Language is the indispensable means of communication, which provides clarification and guidance that the educator uses to guide students in their learning.

The auxiliary means and the didactic material are the work instruments that the educator and the students need to use to illustrate, demonstrate, materialize, apply and

record the facts studied.

In turn, the didactic action comprises the activation of the study by the works, exercises, debates, demonstrations and other activities carried out in class by the students under the guidance of the teacher.

The methods are determined through the objective-content relationship, and refer to the means to achieve general and specific teaching objectives, that is, to the "how" of the teaching process, encompassing the actions to be carried out by the educator and the students. to achieve goals and content. Due to the necessary link between teaching methods and their objectives, the decision to select them and use them in specific didactic situations depends on a broader methodological conception of the educational process.

In this sense, affirming that the teacher "has method" is more than maintaining that he masters teaching procedures and techniques, since the method must also express a global understanding of the educational process in society. Thus, it is necessary for the educator to be aware of a series of factors that exert an influence on education, such as: the social and pedagogical purposes of teaching, the challenges that social reality imposes, the expectations of students' training so that they can act. critically in society, the social relevance of teaching content, among others.

School mediation through objectives-content-methods is supported by a socio-political and pedagogical conception of the educational process, says Libâneo (1990). Therefore, teaching methods are not reduced to any measures, procedures and techniques. They stem from a conception of society, from the nature of human practical activity in the world, from the process of knowledge and, particularly, from the understanding of educational practice in a given society.

Thus, the teaching methods are based on

the method of reflection and action on the educational reality, on the internal logic and the relationships between objects, facts and problems of the teaching content, in order to permanently link the process of knowledge and the practical human activity in the world.

Thus, the teaching method expresses the content-method relationship, in the sense that it is based on a specific content. Libâneo (1990) also adds that the teaching method implies seeing the object of study in its properties and in its relations with other objects and phenomena and from various angles, mainly from the angle of involvement in social life. This analysis based on the social angle is based on the fact that the appropriation of knowledge has its reason for being in its connection with the needs of human life and with the transformation of social reality.

Due to this understanding, teaching methods depend on the objectives that are formulated with a view to knowledge and the transformation of reality. The educational process in society, through the transmission and assimilation of knowledge and skills, needs to aim at preparing students for a broader understanding of social reality, so that they become active agents of transformation of this reality.

Based on this educational objective, it is concluded that the teaching method is not limited to a set of procedures, but involves actions, steps and procedures related to the method of reflection, understanding and transformation of reality, which, under the concrete conditions of each didactic situation, ensures the formative encounter between the student and the teaching materials.

Thus, the teaching method regulates the interaction between teaching and learning, between the educator and the students, resulting in the conscious assimilation of knowledge and the development of the student's cognitive and operational capacities.

According to Libâneo (1990), the choice and organization of teaching methods must correspond to the necessary unity between objectives-content-methods and forms of teaching organization, together with the concrete conditions of the didactic situations.

The teaching methods depend on the immediate objectives of the class, while at the same time they depend on the general objectives of education foreseen in the teaching plans by the school or teachers. Furthermore, the choice and organization of teaching methods is subject to the specific contents, the peculiar methods of each subject and the methods of their assimilation.

And also closely related to the above conditions, the choice of methods implies the knowledge of the students' characteristics in terms of assimilation capacity according to age and level of mental and physical development, as well as their socio-cultural and individual characteristics. The teaching method, properly used, aims to ensure, in the process of transmission and assimilation of knowledge and skills, the updating of the potential capacities of the students, so that they acquire and master their own methods of learning.

It is difficult for teaching to be successful if it does not start from the students' preconditions to face new knowledge. Therefore, it is essential to seek to know the individual and social situation of the group of students, the knowledge and experiences they already bring, so that, in didactic situations, there is a link between the objectives and contents proposed by the teacher and the learning conditions of the students.

According to Nérici (1992) the development of a teaching method must basically have three phases, namely planning, execution and evaluation. The planning phase may be restricted to teachers, professors and students and, at a more advanced stage, to students.



The execution phase can also have three sub-phases: presentation, elaboration and synthesis. In the presentation sub-phase, the content to be studied is presented in a motivating way to the class and the study rules are clarified. In the elaboration sub-phase, the subject in focus is systematically studied, through exercises, applications, in short, activities that lead to apprehension, fixation and integration. In the third sub-phase, the synthesis, conclusions are drawn, based on the applications or schematized sets depending on the topic addressed.

The third phase of the teaching method is assessment, which consists of verification tests or other assessment techniques that provide the teacher with data that allow an assessment of the study carried out by the class and the students separately, in order to provide, whenever necessary, rectification or recovery of learning.

The teaching methods, according to Libâneo (1990) can be classified according to their external aspects - method of exposition by the teacher, method of work relatively independent of the student, method of joint elaboration and method of working in groups - and their internal aspects – didactic steps or functions and logical and psychological procedures for assimilating the material.

In the teacher exposition method, knowledge, skills and tasks are presented, explained and demonstrated by the teacher. Student activity is receptive though not necessarily passive. This method is widely used in the educational system, although it receives many criticisms, mainly because it does not take into account the principle of the student's activity. However, if this limitation is overcome, this method constitutes a means of obtaining knowledge.

In the independent work method, students perform tasks that must be developed relatively independently, being only directed and guided

by the educator. The most important aspect of independent work is the mental activities of the students, whatever the modality of task planned by the teacher for individual study.

The independent work method presupposes certain knowledge, understanding of the task and its objective, mastery of the solution method, so that students can apply knowledge and skills without the direct guidance of the teacher.

The method of joint elaboration comprises a form of active interaction between the teacher and the students aiming at obtaining new knowledge, skills, attitudes and convictions, as well as the establishment and consolidation of knowledge and convictions already acquired. This method is part of the set of methodological options that the teacher can use. It can be applied in different moments of the development of the didactic unit, either in the initial phase of introduction and preparation for study of the content, or during the organization and systematization phase, or still in the phase of fixation, consolidation and application.

## FINAL CONSIDERATIONS

The joint elaboration supposes a set of preconditions, such as: the incorporation by the students of the objectives to be achieved, the mastery of basic knowledge or the availability by the students of knowledge and experiences that, even if they are not systematized, constitute starting points for the work of joint elaboration.

The method of working in groups or learning in groups basically consists of distributing the same or different study topics to fixed or variable groups. Group work always has a transitory character, that is, it must be used occasionally, in conjunction with other methods of exposure and independent work. In order to be successful, there must be an organic link between the preparation

and organization of the content and the communication of its results to the whole class.

For Marques (1976) the group work method is an activity that provides the exchange of ideas, knowledge and experiences, leading each participant to a cultural and human growth that allows direct participation in the pursuit of common goals. However, the mere physical grouping of students does not mean group work. The success of the work largely depends on the structure of the group. Well-integrated members contribute to a pleasant and stimulating atmosphere. From this can come the best thinking, the best planning and the best action.

According to Libâneo (1990), there are also special activities, which complement teaching methods and contribute to the active assimilation of contents. One of these activities

is the study of the environment which, more than a didactic technique, constitutes a component of the teaching process by which the teaching subject is studied in relation to related social facts.

It is important to add that any teaching method must aim to make the student independent of the teacher, so that the teacher can guide himself in future studies and in his participation in society. In general, the methodological development to make the student free, confident and responsible must follow the path of directed study, supervised study, directed task and free study, defends Nérici (1992). Any of these forms seeks to develop in the student his/her critical spirit, initiative and creativity, not reducing teaching to simple techniques of knowledge transmission.

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