

Subjective aspects related to the teaching-learning process of nursing from the perspective of teachers

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Abstract

The present study aims to identify subjective aspects related to the teaching-learning process of nursing from the perspective of professors. A qualitative approach was used, and this work was carried out at a private university in the Fortaleza-CE city. Fifty-seven professors from the Nursing course at this institution participated in the study and responded to the questionnaire used, which is a Test of Free Association of Words - TALP. The results indicated that the central idea of the representation of the word teacher was facilitator/ master/ advisor and responsibility/ dedication, observing that teachers perceive themselves as facilitators of the learning process. In this teaching perspective, observing the student, teaching, and understanding what learning is, the teacher brings the issue of being human as something strong, as well as dedication, doubt in relation to what the student represents. He brings these words with the same root, which are: apprentice, learning and learning, but he doesn't have an image that comes true.

Keywords: Teachers. Nursing. Teaching-Learning Activities.

Aspectos subjetivos relacionados ao processo ensino-aprendizagem de enfermagem na perspectiva de docentes

Resumo

O presente estudo tem por objetivo identificar aspectos subjetivos relacionados ao processo ensino-aprendizagem de enfermagem na perspectiva de docentes. Utilizou-se a abordagem qualitativa, sendo tal trabalho realizado em uma universidade privada do município de Fortaleza-CE. Participaram do estudo 57 professores do curso de Enfermagem dessa instituição e que responderam ao questionário, que é do tipo Teste de Associação Livre de Palavras – TALP. Os

resultados indicaram que a ideia central da representação da palavra professor foi *facilitador/mestre/orientador e responsabilidade/dedicação* observando-se que os professores se percebem como facilitadores do processo de aprendizagem. Nessa perspectiva docente, observar o aluno, ensinar e entender o que é aprendizagem, o professor traz a questão de ser humano como algo forte, assim como a dedicação, a dúvida em relação ao que representa o aluno. Traz essas palavras com a mesma raiz, que são: aprendiz, aprendizagem e aprendizado, mas não tem uma imagem que se concretize.

Palavras-chave: Docentes. Enfermagem. Atividades de Ensino-Aprendizagem.

1 Introduction

The history of Brazilian nursing education goes hand in hand with the historical construction of the profession in the country and in the world. Currently in Brazil, the National Curriculum Guidelines for Undergraduate Nursing Courses (DCN/ENF) implemented by Resolution No. 3/2001 of the National Education Council are in force and undergoing a restructuring process. With the publication of the DCNs in 2001, a curricular restructuring movement was stimulated in order to meet a new need for training professionals, considering among other factors aspects related to health-disease and the real situation of the population, relating everything to the Unified Health System (BRASIL, 2001).

The Pedagogical Projects of the Courses (PPCs) directed parameters to the minimum contents, with flexibility in the organization of the course, adoption of active methodologies, incorporation of complementary activities, interdisciplinarity, articulation between theory, practice and extension research (FERNANDES; REBOUÇAS, 2013).

The main focus of Nursing is closely related to the direct and indirect practices of clinical care, which is defined as systematized practices, interventions and actions, aimed at caring for people, whether individually or collectively, by a nursing team that considers the various manifestations of the human being regarding their process of living with regard to aspects of health-disease (COSTA; ROLIM, 2020).

The training of nurses seeks to enable the professional of the knowledge required to exercise various skills, including health care, decision making, communication,

leadership, administration and management and continuing education (BRASIL, 2001; GONÇALVES; GONÇALVES; GONÇALVES, 2020; BLASZKO; CLARO; UJIIE, 2021; MARQUES et al., 2022).

Many nursing teachers, especially from private institutions, reconcile their teaching activities with practical activities in other institutions, which generates even more overload of activities and how they deal with feelings in the face of so many situations.

Nurses have organization and leadership among their basic work tools, however, it is necessary to realize that this can intuitively favor the teacher to place himself as the center of teaching, which was common in the past. Currently, one of the great challenges is to encourage the student to be the main author in his learning process by directing active actions. Therefore, the professional needs to be equipped with specific knowledge to carry out these activities effectively (SOARES, 2020; VIEIRA; SCHNEIKER, 2021).

Oliveira et al. (2022) in a research conducted aiming at the analysis of higher education in the health area in Brazil, the data reported that higher health education obtained a satisfactory concept, with 70% of the courses having concept 3. Among the respective courses, medicine achieved the best evaluation, and the nursing and speech therapy courses were the ones that obtained the worst evaluations.

In the regional context of nursing education, the State University of Ceará (UECE) is the protagonist, followed by the University of Fortaleza (Unifor) and the Federal University of Ceará (UFC) with about 80, 50 and 47 years, respectively. It is noteworthy that the first Nursing course in the state was at the São Vicente de Paulo School, founded in 1943 and became part of the teaching units of the UFC in 1955 as an aggregate school and, later, in 1975, the School was taken over by the UECE on March 14 of that year (NÓBREGA-THERRIEN; ALMEIDA; SILVA, 2008).

Throughout this trajectory, the understanding of nursing education has changed, among other reasons, due to the health education policy that impacted the country's health reform, requiring professionals prepared to deal with this new way of thinking and doing health from the perspective of a Unified Health System, which has principles of equity,

integrality and universality. The study aims to identify subjective aspects related to the teaching-learning process of nursing from the perspective of teachers.

2 Methodology

The research used the qualitative approach and that, according to Gray (2012), this approach is contextual, being collected in a natural environment and its data open to multiple interpretations, being defined by the type of paradigm and the theories used. Studies that bring teaching in nursing as a theme usually have a qualitative approach as can be seen in the studies by Lemos and Passos (2012), Merighi et al. (2011) and Fernandes and Souza (2017).

The study was carried out at a private university in the municipality of Fortaleza-CE, in which 57 teachers of the Nursing course of this institution participated and answered the questionnaire, which is of the type Free Association of Words Test - TALP (BARDIN, 2011). The inducing words were: teaching, learning, teacher and student in order to apprehend the teachers' perceptions about the teaching and student position.

To support the analysis of the data collected through the Free Word Association Technique (FWA), the IRAMUTEQ software (Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires) was used, making it useful for qualitative research (CAMARGO; JUSTO, 2013). The data analyzed by the IRAMUTEQ software gave rise to graphs and figures.

The present work considered the ethical aspects of Resolution 466/12 (BRASIL, 2012), this study was approved by the Research Ethics Committee with CAAE 80680917.5.0000.5052 and with Opinion 2.445.866.

3 Results and Discussion

The data are presented from the Free Word Association Technique, using the stimuli teacher, teaching, student and learning, being asked to refer five words to each

stimulus. The data were analyzed with the support of the IRAMUTEQ software. When we used the inducing word teacher, the participants wrote the words that were initially consolidated in a word cloud as follows:

Figure 1 - Word cloud and similarity graph constructed from the representation of the word teacher using the IRAMUTEQ software.



Source: Prepared by the authors.

The central idea of the representation of the word teacher, presented in Figure 1, was facilitator/master/guidance and responsibility/dedication. Being a facilitator, master and advisor is intrinsic to teaching and dedication with responsibility is linked to the life of the other, to that of the student and, as the teacher of the nursing course, responsible for training for human care, which will impact the lives of many.

Through this word cloud, it is observed that the teachers surveyed perceive themselves as facilitators of the learning process, not as holders of knowledge, but as someone who, together with the student, will promote a learning space, as recommended by Freire.

As a teaching and student practice, education is a gnosiological practice by nature. The role of the educator is to challenge the curiosity of the learner in order to. This is how

the educational practice is established as an unveiler of hidden truths (FREIRE, 2001; SANTOS; GIASSON, 2019).

From the similarity graph presented in Figure 1, the teacher perceives himself as a master who performs the actions of teaching, guidance and study based on the principles of commitment and responsibility. The first point, teaching, perceives that these actions are distributed by learning and by example. In this, still, learning has a character of vocation and resilience. And the example itself is used as a form of motivation.

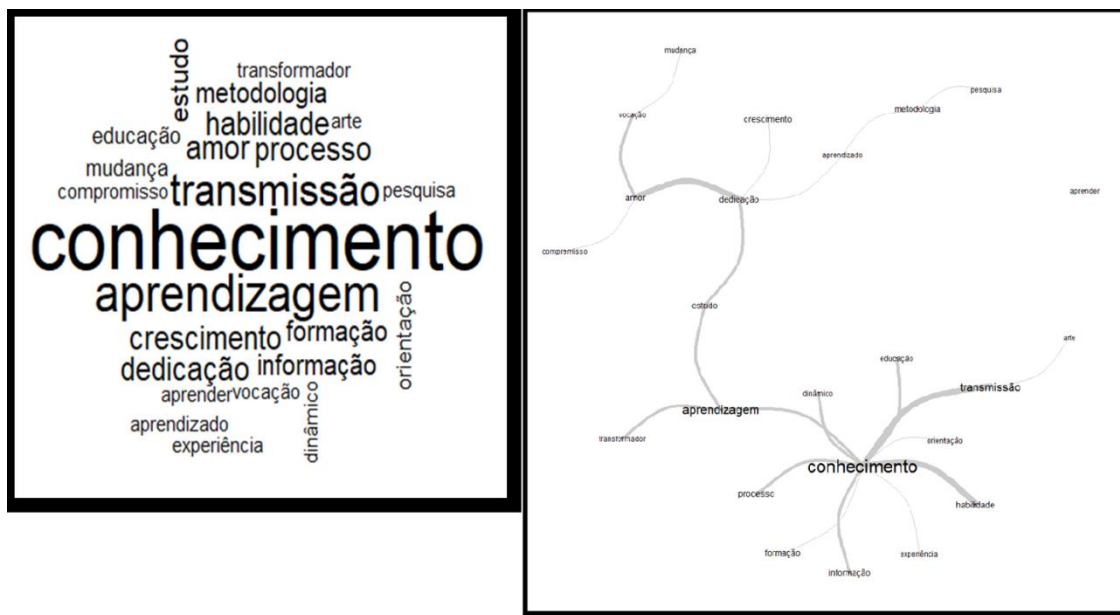
The second point, the guiding, is clear the idea of facilitating education through a model. In this, there is still the presence of the image of leader and friend, but in different fields and not of total presence in the evaluated sample. The third point, of the study, it is interesting to note that knowledge is passed on after an ethical analysis and that it requires patience, dedication, love and updating.

In general, it is perceived the formation of a figure of an arrow in which at the tip of the arrow and in the tube there is the target of orientation of the student and the rest of this representation balanced by the feathers, study and teaching and, in the tail, we see the commitment and responsibility.

Other authors corroborate (RODRIGUES; MANTOVANI, 2007), when they emphasized the teachers' willingness to add knowledge that could be important in the full training of the nursing professional, so that he could act in the most diverse environments in an active and committed way.

The word teaching was one of the inducing stimuli that is related to the teacher himself from the perspective of the one who teaches. The word that stood out the most was knowledge, as we see in the following figure:

Figure 2 - Word cloud and similarity graph constructed from the representation of the word teaching using the IRAMUTEQ software.



Source: Prepared by the authors.

The word knowledge is the center of the cloud about teaching, also having as highlighted words transmission, learning, process, love, dedication, information, training, growth, process, skill. This knowledge is built in the daily life of university activities, based on a dialogical relationship between students and teachers, and it is possible to have, on the one hand, the detention of teaching knowledge by highlighting transmission, but also the exchange when we find learning.

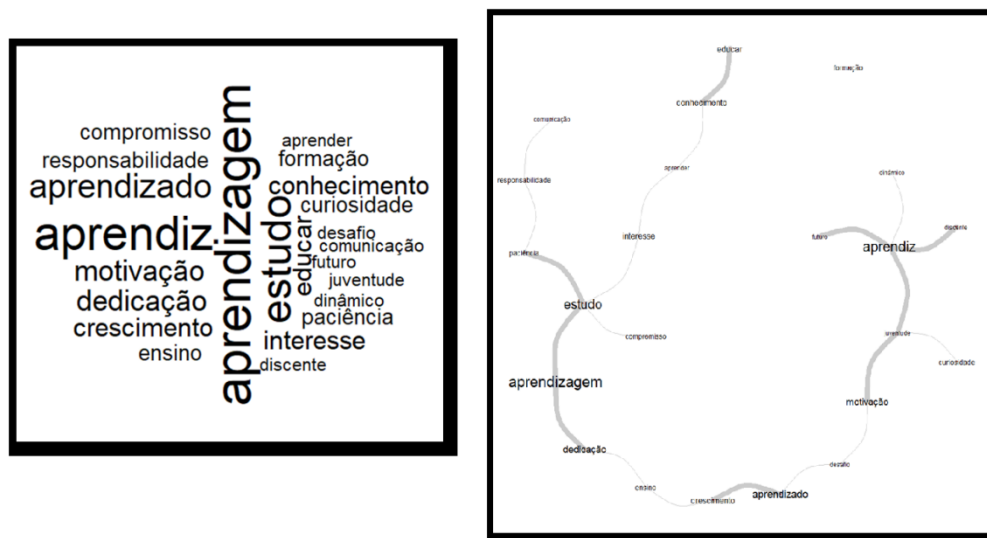
For Freire (1996), the process of knowing takes place in a collective process from action-reflection, followed by transformative action, built in a collective process through dialog between educators and learners. Dialogue is circumscribed in Freire's philosophically grounded work.

In a study conducted by Menegaz et al. (2022), the results indicated that there is, from a student-centered approach, some content and teaching methods suggest innovation, while others suggest maintenance, in addition to the fact that the clarity of the objectives will contribute to teachers in the selection of content and teaching methods that will contribute to student learning.

The similarity graph, represented by Figure 2, generated from the teaching stimulus is based on knowledge that is built from skill and experience, which occurs procedurally for (in)formation. The emotional aspect of the teaching inducer appears in the upper left part of the image love, dedication, commitment and change. The word learning appeared disconnected from the main image.

The word student was one of the inducing stimuli that is related to the other. The word cloud generated resembles a heart divided by learning, which on the left side is the learner as the most evident word and, on the other, words that mix between knowledge, interest, curiosity, patience, study, training, among others, as we see in Figure 3:

Figure 3 - Word cloud and similarity graph constructed from the representation of the word student using the IRAMUTEQ software.



Source: Prepared by the authors.

Freire finds in problematization, the production of knowledge and liberation. Students learn mediated by the world through problematization, raised by the teacher (DAMKE, 1995).

The similarity graph, Figure 3, originated from the inducing word student, shows that the central view of the teacher about the student seems to be unclear, it is perceived that the similarity links are dispersed, but circular and on related words: learning, learning, apprentice, etc.

Training is present, but without clear connections with the other terms. The word learning as an inducing stimulus, for the participants, seems to be related to students and teachers, in the perspective that both learn at all times.

Figure 4 - Word cloud and similarity graph constructed from the representation of the word learning using the IRAMUTEQ software.



Source: Prepared by the authors.

As well as from the teaching stimulus, the word knowledge stood out amid growth, process, change, exchange, skill, dedication, transformation, significant and others with less expression.

Freitas et al. (2016) point out that the concept of the teaching-learning process has been accompanying the transformation of pedagogical trends, in the current context, the practices adopted in education despite all the advances still tend towards a hierarchy between the teacher and the student and so that it is not active, critical and reflective as it should be.

The image presented in Figure 4 makes us infer that, for the group, learning is based on knowledge that is sustained by exchange, search, skill, acquisition and motivation.

The first of these five branches is the exchange that will require the willingness, experience and dedication of those involved. These, in turn, depend on unique individual characteristics. The second, the search, will depend on the opportunities that will present themselves throughout life. The third, knowledge, is associated with processes of change in order to achieve meaningful learning. The fourth, motivation, presents itself as a branch that relies on itself and is very unique, which may have prevented the software from making extended similitude, as motivation has intrinsic characteristics.

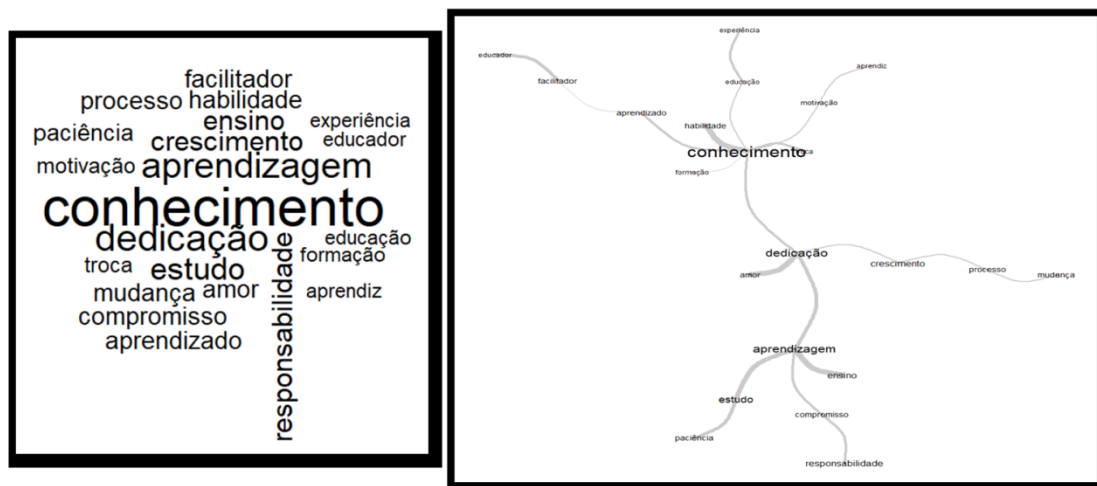
The fifth and last point, is linear from the understanding, which generates growth, impacting on life, through study that will influence the skills that, integrated with attitudes, generate competencies.

In a study by Roncaglio (2004) that focused on the teacher-student relationship, the results indicated that students consider the teacher's performance in the classroom very important, in addition to being an example and a form of connection between knowledge and the student.

The dialog between teachers and students does not make them similar, "but marks the democratic position between them. Teachers are not equal to students for n reasons among them because the difference between them makes them as they are. If they were equal, one would become the other". The dialogical relationship does not level, does not reduce one to the other. Nor is it a favor that one does to the other (FREIRE, 2013, p. 117).

Finalizing this stage of the study, a data consolidation was made from all the inducing words, generating a word cloud, which has knowledge as its center, and a similarity graph that resembles a human body.

Figure 5 - Word cloud and similarity graph constructed from the set of inductive stimuli teacher, teaching, student and learning using the IRAMUTEQ software.



Source: Prepared by the authors.

The word cloud, Figure 5, consolidates the data resulting from the stimulus words: teacher, student, teaching and learning, has as its main core knowledge, surrounded by dedication, learning, study, change, commitment, learning, love.

Education, according to Freire (1996), is sought by a human being who must be the subject of his own education, and should not be the object of it. In this way, everyone is educating themselves. According to the author, education happens through degrees that are not considered absolute. It also reinforces the importance of feeling, specifically, the importance of loving education and human beings who are always in the process of renewal and never finished, and that this love makes the other subject to be educated understood.

The image produced, Figure 5, from all the generators, presented itself as a body based on patience and study on one side and responsibility and commitment on the other. As a generating organ, learning and teaching are found. In the "thorax" is dedication which branches out into "arms" of love and growth which are coordinated by the process of change. In the "head", at the center, is knowledge and from it dissipate the exchange, the motivation of the learner, education and experience, skills, training, learning linked to the facilitator and educator.

According to Merighi et al. (2011, p. 7), who conducted a study with nursing professors, they emphasize that "contemporary society lives with a woman different from the one who subsisted a few decades ago, anchored only in the roles of wife and mother". Nowadays, women have made advances mainly related to the area of professionalism, exercising numerous functions.

Damke (1995) reinforces that among Freire's political-pedagogical approaches, knowledge is highlighted due to his need to study the ways of learning of people, especially the popular layers. Gestating something new, always considering the particularities of an oppressed population, pushed them to take values and return praxis contrary to those of a socialized system. It impelled them to fight for the liberation of a people to whom the ruling class had denied the right to realize its project of humanization and the right to knowledge. This in order to subjugate them with the greatest ease.

We understand that the praxis of teaching in nursing has an excess of activities and, often, the responsibilities are brought by the teachers themselves because they understand that they have to assume more things than they are actually able to accomplish. This may be related to the understanding of their role that goes beyond the walls of the university.

4 Final considerations

The study assumed that teaching in nursing is permeated by a historical-social-imaginary construction of the profession related to caring and educating, reverberating in the subjectivity of the teacher when dealing with affections associated with teaching practice, generating suffering. Thus, at the conclusion of the study, we understand that this suffering is real and that it permeates the paradox of teaching in nursing regarding time, present and past, affection, pleasure and displeasure and image of hero and villain.

Regarding the objective of identifying subjective aspects related to the nursing teaching-learning process from the perspective of teachers: one of the things that caught our

attention was an image that was formed from the combination of the four inducing words, used in the TALP, which resembled a person. In this perspective of being a teacher, observing the student, teaching and understanding what learning is, the teacher brings the issue of being people as something strong, brings the issue of dedication, of doubt in relation to what the student represents, so much so that the student's graph does not close. It brings these words with the same root, which are: apprentice, learning and learning, but there is no image that materializes. The image generated from the teacher stimulus shows itself as an arrow that has an objective.

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