

Metodologia do ensino em enfermagem: concepções pedagógicas e implicações para a atuação de enfermeiras

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Resumo

Este trabalho trata da relação entre a formação para a docência em enfermagem e a atuação de enfermeiras no ensino e tem por objetivo analisar as concepções pedagógicas nas disciplinas que tratam sobre metodologia do ensino, nos cursos de graduação em enfermagem, e suas implicações para a atuação de enfermeiras na docência. Trata-se de um estudo documental, descritivo, com abordagem qualitativa, realizado com base na análise de 27 projetos pedagógicos do curso de bacharelado em enfermagem em Instituições federais brasileiras de ensino superior. A pesquisa demonstrou que os cursos de graduação em enfermagem apresentam disciplinas didático-pedagógicas e as concepções pedagógicas enfatizadas direcionam para a educação em saúde, as tecnologias no ensino em saúde e para a didática e metodologia no ensino em enfermagem, entre outros. Todavia, professoras formadas a partir destas perspectivas podem não desenvolver os saberes necessários para serem docentes. As metodologias de ensino implicam na relação professor-aluno, podendo dificultar o manejo de novas metodologias, prejudicar a percepção do papel social docente e sua responsabilidade ético-política no processo de ensino-aprendizagem.

Palavras-chave: Educação em Enfermagem. Enfermeiras. Ensino. Metodologia.

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Nursing teaching methodology: pedagogical conceptions and implications for nurses' performance

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Abstract

This paper investigates the relations between nursing teaching education and nursing training analyzing the pedagogical conceptions concerning teaching methodology in undergraduate nursing courses and their implications for nurses' performance in teaching. A qualitative documentary and descriptive study was conducted by analyzing 27 pedagogical projects of undergraduate nursing courses offered by Brazilian federal institutions of higher education. Results show that undergraduate nursing courses present didactic-pedagogical disciplines and the pedagogical conceptions emphasize health education, technologies in health teaching and didactics and methodology in nursing education, among others. However, professors trained in these perspectives may not develop the skills necessary to teach. Teaching methodologies imply teacher-student relations, which can hinder the management of new methodologies, impair the perceived social role of professors and their ethical-political responsibility in the teaching-learning process.

Keywords: Education Nursing. Nurses. Teaching. Methodology.

Metodología de enseñanza en enfermería: conceptos pedagógicos e implicaciones para la actuación de las enfermeras

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Resumen

Esta investigación aborda la relación entre la formación para el profesorado en Enfermería y la actuación docente de las enfermeras, con el objetivo de analizar los conceptos pedagógicos en las asignaturas que tratan de la metodología de enseñanza en los cursos de grado en Enfermería y sus implicaciones para la actuación docente de las enfermeras. Se trata de un estudio documental descriptivo, con enfoque cualitativo, basado en el análisis de 27 proyectos pedagógicos del curso de Licenciatura en Enfermería de universidades públicas brasileñas. Los resultados de esta investigación mostraron que los cursos de Licenciatura en Enfermería tienen asignaturas didáctico-pedagógicas y los conceptos pedagógicos enfatizados se centran en la educación para la salud, las tecnologías en la enseñanza de la salud y la didáctica y metodología en la enseñanza de enfermería, entre otros. Sin embargo, el profesorado formado desde estas perspectivas puede no desarrollar los conocimientos necesarios para ser docentes. Las metodologías de enseñanza afectan a la relación profesor-alumno y pueden dificultar el manejo de nuevas metodologías y poner en jaque la percepción del rol social docente y su responsabilidad ético-política en el proceso de enseñanza-aprendizaje.

Palabras clave: Educación en Enfermería. Enfermeras. Enseñanza. Metodología.

Introduction

Ideologies and pedagogical conceptions permeate the entire educational process, including pedagogical projects, curricula, lesson plans, the teacher-student relationship, objectives, content, assessment methods, and other aspects. In this context, there is no consensus on the concept of teaching methodology; rather, there are various approaches that vary depending on the socio-historical context, even if they are present in teaching implicitly.

In the field of nursing, teaching methodologies can have significant implications for the practice of nurses. Depending on how the teaching-learning process occurs, students may be positively or negatively influenced, being encouraged to grow and develop or, conversely, becoming discouraged, among other consequences. Given that the nursing undergraduate program is focused on training professionals with a high degree of social responsibility, concerns regarding their education become increasingly relevant.

Nursing is a dynamic theoretical and professional field, allowing practice in different settings. According to the "Profile of Nursing in Brazil" research conducted by Fiocruz (Machado, 2017), nursing primarily operates in health care institutions such as hospitals, primary health care units, clinics, among others. Specifically, nurses also work in the areas of research, teaching, and management. Regarding teaching, according to a study by Ribeiro Barbosa et al. (2022), most nurses enter the teaching profession a few years after completing their undergraduate program, with a significant portion lacking the necessary qualifications. This situation makes it imperative to reflect on nursing education focused on teaching.

In terms of education, training is needed to prepare nurses for work in technical, undergraduate, and graduate education, considering the academic demands of each level of training.

By itself, the bachelor's degree in nursing does not adequately prepare individuals for teaching, as it does not offer sufficient pedagogical courses (Medeiros, 2018). Typically, faculty members are trained primarily in clinical practice during their undergraduate studies, which means that when they transition to teaching, they often lack pedagogical training and the knowledge necessary to be effective educators (Pereira, 2019). In this sense, it becomes essential to promote appropriate pedagogical training that integrates theory and practice, considering the local sociocultural reality, with the aim of developing the competencies and skills necessary for teaching. (Medeiros, 2018).

In Brazil, nursing education is marked by the National Curriculum Guidelines for Nursing, established in 2001, which provide guidance for the curricula of nursing courses. These Guidelines

have brought many advancements; however, they have also faced various criticisms regarding the limitations they represent, given that they were created over two decades ago. Despite the sociocultural changes that have occurred during this period and the need for a revision of the Guidelines, they still serve as a benchmark for evaluating the training process in nursing in the country.

The Guidelines state that "they include content related to the pedagogical training of nurses, regardless of the Nursing License" (Brazil, 2001, p. 4). Thus, considering education as a professional field for nurses and the content related to teaching in nursing included in the Curriculum Guidelines, the following questions arise: What teaching methodologies in nursing are developed in undergraduate courses? Are these methodologies in line with what is recommended in the Curriculum Guidelines? Do all nursing undergraduate courses include pedagogical subjects? What pedagogical conceptions are present in these subjects? What are the potential implications of nursing education for the teaching practice of nurses?

Nursing education encompasses conceptions and pedagogical practices that have different names, depending on the perspectives adopted by the authors, and these undergo conceptual transformations over time. The conceptions and pedagogical practices consist of ways of understanding the educational process and guiding the teaching-learning process, including educational approaches/theories/trends. According to Luckesi (1994), pedagogical trends have different views of their role in society and are generally divided into two main lines: the liberal (traditional, renewed progressive, renewed non-directive, and technical) and the progressive (liberating, libertarian, critical-social of content). These trends and their manifestations do not appear in isolation but simultaneously, complementing or diverging from each other.

Considering the challenge of constructing curricula and pedagogical projects in undergraduate nursing courses, this study is socially relevant as it can contribute to identifying the positive aspects and possible weaknesses still present in the training process of nurses for teaching and their professional practice in this field. Thus, it is hoped that this work will assist in the necessary changes to advance nursing education from a perspective that engages with a broad conception of training and professional practice, at both the technical and higher education levels.

Therefore, the objective of this work was to analyze the pedagogical conceptions in the didactic-pedagogical subjects of undergraduate nursing courses and reflect on their implications for the teaching practice of nurses. To achieve this, the study aimed to characterize the pedagogical

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conceptions in the aforementioned subjects, considering the National Curriculum Guidelines for Nursing (DCNENF); and to discuss the possible implications of the didactic-pedagogical subjects for the teaching practice of nurses, taking into account the characterized pedagogical conceptions.

Methodology

This is a documentary analysis of a descriptive nature, with a qualitative approach. The study universe consisted of the nursing courses at Federal Universities in Brazil, totaling 74 courses. For sample selection, stratified uniform probability sampling was used, selecting one element from each stratum for the research.

To delineate the inclusion characteristics and create a scope for the study, courses were successively included in the research as their pedagogical projects were located on the respective institution's website, with only one course selected from each state in Brazil. Subsequently, the data collection aimed to select subjects focused on didactic-pedagogical training, observing the terminology, the period of the course in which they were offered, the workload, and the syllabus. Three courses that did not provide their pedagogical project on their respective websites were excluded from the sample, leaving a total of 27 courses.

Data collection was conducted in the first semester of 2022 through research on the websites of federal higher education institutions, following the search path: undergraduate – nursing – pedagogical project – subjects. Once a course was selected, and considering compliance with the inclusion criteria, the pedagogical project was read with a focus on the methodological aspects of nursing education, in its various terminologies. From this reading stage, discussions and analyses were conducted, taking into account the proposed objectives of the research.

Since this research was conducted based on the analysis of public documents and considering that no human beings were involved in the study, all ethical principles outlined in Resolution CONEP No. 466/2012 were respected, and there was no need for this study to be submitted to a Research Ethics Committee (CEP). The courses will be identified by the names of their respective states as a means of minimizing their exposure.

Results and discussions

This section is composed of two items, articulated according to the study's objectives. Initially, we address "pedagogical conceptions in the didactic-pedagogical subjects of undergraduate nursing courses." With an emphasis on these subjects, the pedagogical projects of the selected courses are

characterized, presenting their curricular structure and discussing the pedagogical components. Next, we discuss "the implications of teaching methodology subjects for the teaching practice of nurses," revisiting the process of teaching work in nursing and addressing the implications arising from the limitations of the approaches of these subjects in nursing education.

Pedagogical Conceptions in the Didactic-Pedagogical Subjects of Undergraduate Nursing Courses

Following the guidelines of the Curriculum Guidelines, we observe that the pedagogical projects play an essential role in guiding educational institutions, encompassing both political and pedagogical dimensions. The pedagogical dimension was present in the methodological and curricular structure of the courses surveyed. In accordance with the determinations of the DCNENF, which advocate for an approach focused on active methodologies, we found that the pedagogical projects adopted a critical-social pedagogy of content, as well as methodologies of problematization and techniques such as case studies, seminars, lectures, round tables, and discussion circles, among others.

The curriculum of the courses consisted of mandatory and elective subjects, mandatory internships, and complementary activities. The curricular structure of the courses was organized into isolated subjects, while others were based on thematic axes and subsequent subjects. Only one of the analyzed courses (Santa Catarina) had integrated subjects, with its curriculum composed of fundamental axes and subjects that formed its articulated and complementary foundations. Thus, it was possible to observe that the challenge of overcoming the fragmentation of subjects persists, striving for an integrated understanding of the content.

Considering the specificity of this research, the didactic-pedagogical subjects were identified and analyzed based on the curricular structure of the pedagogical projects. Through a systematic reading³ of the selected subjects, thematic groupings were proposed, guided by the research objectives, in order to gain a better understanding of the pedagogical training proposal in the curricula of nursing courses.

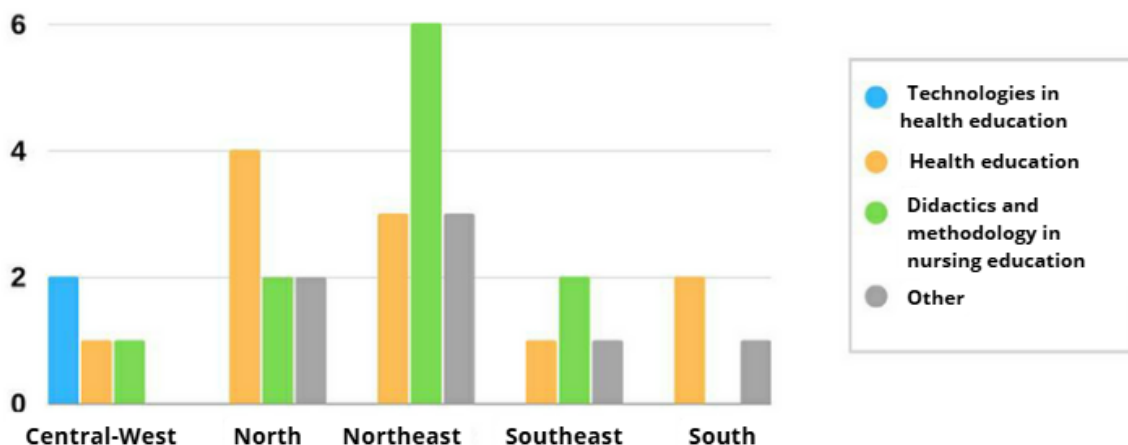
³ By systematic reading, we refer to a process that begins with an initial reading of a given document to identify and extract excerpts of interest according to the specific objectives of the research. Subsequently, an analysis of the extracted excerpts is conducted, relating it to the literature referenced in the theoretical framework and to the overall document of which they are a constitutive part. In the case of this research, our focus was on identifying the pedagogical subjects, extracting their syllabi and references, followed by analysis based on the legal and theoretical frameworks adopted in the study, considering the Pedagogical Project of the Course in which they were included.

It is noteworthy that out of the 27 Federal Universities participating in the study, only one (Paraná) did not offer any didactic-pedagogical subjects. This was due to the fact that the respective university integrates both the bachelor's and the teaching degree in nursing, although with distinct pedagogical projects for each modality. Thus, the bachelor's nursing course at this university, in its 2015 version, did not include subjects aimed at pedagogical training and did not have, for example, the equivalent of the subject "Nursing in Health Education," which was present in the previous curriculum from 2007.

In addition to one mandatory subject, the deepening of content related to nursing education was the responsibility of elective subjects, as structured in the pedagogical projects of Amapá, Minas Gerais, Pernambuco, Rio de Janeiro, and Sergipe, for example. In this way, the necessary pedagogical knowledge was contingent upon the student's choice to opt for such subjects. From our perspective, the importance of offering complementary forms to the mandatory curriculum is undeniable, both in elective subjects and through activities such as tutoring, extension, and research. Tutoring activities, for instance, provide a pedagogical opportunity for students to explore new areas beyond assistance, but these programs still lack more spots, encouragement, or promotion to spark student interest in these activities and in teaching initiation during their undergraduate studies (Nascimento et al., 2021).

The subjects exhibited differences regarding nomenclature, workload, the period in which they were offered, and syllabi. However, three main areas of naming stood out: Health Education, Technologies in Health Education, and Didactics and Methodology of Nursing Education, as outlined in Graph 1, which highlights the distribution of these three thematic trends by region of the country.

Distribution of thematic trends in didactic-pedagogical disciplines by region of the country



Source: research data, 2023.

In Graph 1, it is possible to observe that the theme Didactics and Methodology in Nursing Education is more prevalent in the Northeast. Additionally, the theme of Health Education emerged in most regions, especially in the North and South. Furthermore, it is important to highlight that, in addition to these three themes, other designations were identified, such as Permanent Education, as well as subjects that encompassed all three themes, including Technologies in Health Education, which appeared in isolation in the Central-West region (Goiás).

Regarding the period in which they were offered, these subjects were distributed between the 1st (São Paulo) and the 8th period (Alagoas, Paraíba, Rio Grande do Sul), as the latter periods were reserved for mandatory internships. However, there was a greater predominance at the beginning of the course, specifically in the 2nd (Acre, Bahia, Goiás, Mato Grosso do Sul, Rondônia, Roraima, Santa Catarina, and São Paulo) and 3rd periods (Amazonas, Ceará, Federal District, Pernambuco, Piauí, Rio de Janeiro, and Sergipe), followed by the 7th period (Alagoas, Maranhão, Rondônia, and Tocantins). Thus, there was no standard regarding the offering of these subjects⁴ across the course

⁴Some courses presented two didactic-pedagogical subjects, as occurred in Alagoas, Rondônia, São Paulo, and Sergipe. Alagoas offered the subjects “Methodology of Teaching Applied to Nursing I” and “Methodology of Teaching Applied to Nursing II,” which had the same syllabus but were offered in different periods. Rondônia includes the subject “Nursing, Education, and Health” in the 2nd period and “Educational Practices in Health/Nursing” in the 7th period. São Paulo features the subjects “Fundamentals, Methods, and Techniques of Teaching” and “Education, Communication, and

periods.

This difference in the arrangement of subjects may influence the training of nurses, as those offered in the initial periods allow for exposure to pedagogical knowledge from the beginning of the course, fostering a closer connection to the educational role of nurses throughout their training. This can contribute, for example, to extension activities and health education actions, among others.

Regarding the distribution of workload for the pedagogical subjects, there was also heterogeneity among the analyzed courses. While a few courses had only one subject with a workload of 30 hours (Federal District, Pernambuco, Rio de Janeiro), others had a workload of 75 hours (Amapá). In most courses (Acre, Bahia, Espírito Santo, Mato Grosso, Mato Grosso do Sul, Minas Gerais, Pará, Paraíba, Santa Catarina, São Paulo, and Sergipe), there was a workload related to practical components, considered fundamental for learning and strengthening the relationship between theory and reality, stimulating curiosity for further scientific exploration by the students.

Regarding the syllabi of the subjects, based on each proposed thematic area, it was observed that the health education area was present in the courses from Bahia, Ceará, Espírito Santo, Mato Grosso, Pará, Rio Grande do Sul, Rondônia, Roraima, Santa Catarina, São Paulo, and Sergipe. In the Bahia course, the subject in question:

It addresses the main conceptions and trends in health education; liberating pedagogical proposals committed to the development of solidarity and citizenship, focusing on actions aimed at improving quality of life and promoting health. It emphasizes the pedagogical dimension of the nurse's work and presents/discusses/develops tools for the implementation of individual and collective health education actions. It develops educational practices in health services and within the community (Federal University of Bahia, 2010, p. 61).

This syllabus addresses the teaching of pedagogical conceptions and their application, focusing on the quality of life and the promotion of the health of the population. Thus, it contributes to the development of the educational role of nurses, specifically directed toward health education. In this way, there is a linkage between theory and practice, but tied to health services, with a focus on the community. In Sergipe, among other aspects, the relationship between health education and health promotion was also highlighted: "Study of the development of health educational practices aimed at

Health" in the 1st and 2nd periods, respectively. Meanwhile, Sergipe has the subject "Health Education Practice" in the 3rd period and "Pedagogical Training in Health" in the 4th period.

promoting, preventing, or rehabilitating the health of individuals, families, or communities” (Federal University of Sergipe, 2015, p. 19).

It is important to highlight that health education is an indispensable tool for health promotion, but it should not be limited to the transmission of information. From this perspective, it is essential to establish a connection between theory and practice, and for service users to be part of the educational process, with the necessary autonomy and empowerment, considering that “the teaching of health education requires a theoretical-practical process of evaluation based on the construction of strategies to confront reality and sustain the SUS” (Moreira et al., 2019, p. 68). Therefore, it is crucial that health workers engage in discussions about these issues and how to act in the face of challenges in strengthening the SUS, in the struggle for social justice that ensures universal and equitable access.

Still within this thematic grouping, the pedagogical training of nurses during their undergraduate studies is focused on health education, grounded in individual, team, and community contexts, as we see in the following syllabus that also highlights the social character of nursing:

Define the valuing of education as a social practice, while considering it an educational dimension of the professional profile of the nurse, in light of the right to citizenship. Practice educational actions for individuals, communities, and/or members of the nursing team, taking into account ethical aspects and health policies (Federal University of Espírito Santo, 2020, p. 63).

In this context, nursing is understood as a social practice, which is why, in addition to biological knowledge and popular wisdom, nursing education must include knowledge about how to communicate and understand others in all their dimensions, in a holistic manner. It is important to note that the syllabus in question also directs these educational actions beyond individuals and the community, including other members of the nursing team, which relates to continuing education. According to Guimarães (2021), regarding the ethical-pedagogical aspects and educational policies in the health field, there is a certain relationship between health education and education in health, although they are distinct, with the former generally focused on the community within the scope of assistance and the latter on professional training processes.

An important aspect addressed in the syllabi was education for traditional peoples and communities, considering the sociocultural reality of indigenous, quilombola, and Romani peoples,

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who are often neglected in access to education, health, and other rights. For example, the syllabus from Roraima states: "It addresses the concepts of education, health, society, and citizenship and their interrelation. The pedagogical dimension of the nurse's work. Health education for the indigenous population" (Federal University of Roraima, 2015, p. 27).

In this sense, it is important for future nurses to learn to work in a transcultural context, valuing the practices and knowledge of these communities while respecting their differences, so they can plan and intervene in the best way possible (Linartevischi, 2022). Equally important is the consideration that such an approach may relate to a regional need, as it was not observed in other regions of the country, except in the course from Santa Catarina (2018). This may reflect legal determinations that establish the necessity for curricula to encompass such themes, leading many courses to include these contents in their subjects, albeit in an interdisciplinary manner.

Overall, the focus of teaching emphasizing only health education reflects a perspective of training the nursing bachelor solely for assistance, considering that educational activities generally occur during consultations and care, as well as in promoting healthy habits and the importance of following specific preventive and health promotion actions.

For its part, the thematic area of technologies in health education was present in the courses from Goiás and the Federal District, respectively, with the following syllabi: "Planning for teaching and its stages. Use of educational technologies in health." (Federal University of Goiás, 2017, p. 28).

Articulation between Technological Means of Information and Theoretical and Practical Knowledge in Education, Health, and Nursing. Use of Contemporary Educational Technologies. Theory of Meaningful Learning and Active Methodologies. Relationship between Cognitive Learning Theories and Pedagogical Trends. Nursing Teaching Planning, Selection of Means to Assess Learning, and Construction of Technologies Applied to Nursing Education. Identifying and Researching Topics Related to Health and Education in Databases. Use of Innovative Strategies in the Teaching-Learning Process with a Focus on Teaching, Research, and Extension Activities. Production of Educational Texts and Materials that Support Critical Reflection on the Role of the Nurse Educator (Federal University of Brasília, 2017, p. 59-60).

These syllabi articulate the teaching process with the use of technologies, which are present in the practice and education of nurses. In the realm of assistance, this can be observed through various

communication and information technologies utilized in their practice, such as information and notification systems, electronic health records, telemedicine, among others. In teaching, the main technological resources used are simulations, digital teaching platforms, and online communication platforms (Gusso, Castro, Souza, 2021). Thus, this knowledge becomes essential for the ongoing education of faculty and for keeping up with the social reality in which nurses operate.

Information and communication technologies significantly contribute to the teaching-learning process as they encourage students to seek their own learning, providing continuous access to information and facilitating knowledge exchange (Costa et al., 2021). Therefore, there is a clear need for nursing education to address the benefits, risks, limitations, and challenges of using these technologies in training and professional practice.

Moreover, the thematic area of Didactics and Methodology of Nursing Education was present in the courses from Alagoas, Amazonas, Amapá, Maranhão, Mato Grosso do Sul, Minas Gerais, Paraíba, Pernambuco, Piauí, Rio de Janeiro, and Sergipe. Beyond the relationship between didactics and methodology, it is important to consider that pedagogy is a tool used by educators to modify their subject, thereby distinguishing between teaching work, defined by all the processes and tasks that educators perform, and pedagogical practice, which is understood as the tools that educators use to teach (Tardif, 2001). Based on these assumptions, we observe that, in general, the subject of teaching methodology in nursing: “Addresses the necessary content for understanding the teaching process and the training of nurses to fulfill the educational role” (Federal University of Alagoas, 2007, p. 53).

Despite being quite objective, this syllabus mentions pedagogical training, which is essential for the development of teaching practice and pedagogical practice. However, it leaves open the possibility for this educational function to be used for various purposes, such as health education, continuing education, permanent education, and education in health. Similarly, the syllabi related to didactics emphasize its importance for educational activities, as demonstrated below: “Understanding the role of Didactics as an organizing element of factors that influence the teaching and learning process and in the development of teaching planning. A critical view of the role of planning in the dynamics of knowledge construction by the student” (Federal University of Amapá, 2012, p. 42).

Didactics involves understanding the pedagogical relationship through teaching tools that contribute to the enhancement and updating of educators. In this sense, it is essential to create the

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means and conditions for knowledge acquisition through planning (Souza and Batista, 2022). Therefore, reflection on planning becomes necessary for the student's understanding of the teaching-learning process. Thus, the syllabi indicate the learning of teaching planning at its various levels and address the elements of didactic planning, aspects that are essential for the development of educational action.

Some syllabi also address pedagogical trends, as seen in the states of Amazonas, Bahia, Federal District, Maranhão, Piauí, and Rio de Janeiro. Among these trends, the pedagogical conceptions of humanism, technicism, student-centered teaching, socioconstructivism, behaviorism, cognitivism, transformative, or contextual approaches are mentioned. For example: "It studies the constitutive elements of the teaching-learning process based on pedagogical theories. It analyzes the various models of the educational process. It correlates the knowledge of Didactics to the teaching of specific subjects" (Federal University of the State of Rio de Janeiro, 2012, p. 50). "Considerations on education. Didactics and the teaching-learning process. Conceptions of education: behaviorist, humanist, cognitivist, transformative, or contextual. Didactic planning: objectives, content, methodology, materials, and assessment" (Federal University of Piauí, 2012, p. 95).

Moreover, in addition to studying pedagogical conceptions, these syllabi also propose their analysis, which involves a critical reflection on educational theories. We also observe an association between the knowledge of didactics and other specific nursing subjects. With this perspective, teaching enables the preparation of students for an aspect of teaching practice, which consists of knowledge of both the specific content to be addressed and the pedagogical content necessary for exercising their role.

Furthermore, another syllabus addressed the relationship between education and politics, emphasizing the connection between the educational institution and the State:

The Socioeconomic and Political Context of Higher Education in Brazil. Relationships Between University and State. Theoretical Conceptions of Learning. Planning the Pedagogical Process. Educational Process and Educational Functions of the Nurse. Didactic Foundation with Application in Nursing (Federal University of Pernambuco, 2011, p. 88).

In this context, we emphasize the relevance of studying the socio-political aspects involved in the educational process. However, this study should be linked to the pathways and possible actions of struggle and resistance regarding the conditions that hinder the progress and consolidation of quality education in the country. Thus, the content, methods, and discussions expressed in the syllabi of these subjects bring valuable aspects for the development of the educational role of nurses. However, they also present limits and insufficiencies, as will be demonstrated below.

Implications of Didactic-Pedagogical Subjects for the Teaching Practice of Nurses

Based on Marx's thought, Sanna (2007) states that there are several work processes in nursing, namely: assisting, managing, teaching, researching, and participating politically. Each work process includes components such as the object of work, its agents, instruments, purposes, methods, and products.

Thus, the teaching work process has as its object the individuals who wish to learn something and, in doing so, become and develop as nursing professionals. For this purpose, this work process has two agents: the student and the nursing educator, who use theories, methods, and teaching-learning resources as instruments, with the aim of training and improving nursing professionals. Therefore, the products of this process are the training of nursing professionals, including all their categories (nurses and nursing technicians), as well as the training of specialists, master's, and doctoral graduates in nursing. The methods adopted in this process relate to formal education, supervised by nursing professional bodies and the relevant education authorities (Sanna, 2007). From this perspective, we can understand that each instrument used directs a different type of training.

Based on these assumptions, we consider that, in isolation, Health Education provides training focused on teaching health knowledge to individuals, health teams, and the community within the scope of assistance. However, it does not prepare individuals for teaching, which we situate within the realm of Education in Health⁵. According to Rampellotti and Pasqualli (2020), the exercise of teaching involves knowing how to do, knowing how to be, knowing how to act, and the specific knowledge of teaching. Thus, mere knowledge of Health Education becomes insufficient for teaching training, as indicated in the following syllab: “Historical, conceptual, and cultural aspects of Health Education in Brazil. Interface between Health Education and Nursing. Organization of the

⁵ We prefer the term Education in Health, as we understand the designation Teaching in Health to be insufficient, as it focuses on teaching, thus centering on the perspective of the educator. In our view, this practice cannot occur without the student, who is the subject in the teaching-learning process.

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educational process in Nursing. Educational technologies applied in health. Educational practices in health" (Federal University of Pará, 2019, p. 32). "Conception of education, health, society, and citizenship, from the existing educational perspectives in health and nursing. Health education in the work process as a generator of a healthy individual committed to individual and collective self-care" (Federal University of Rondônia, 2015, p. 70). "Health education as a caregiving action. Pedagogical foundations and epidemiological, clinical, social, and humanistic indicators for health education" (Federal University of São Paulo, 2019, p. 50).

These syllabi do not delve into the relationship between the subjects of the teaching-learning process (educator and student), among other themes. In this context, the nurse may tend to carry out her educational role without considering other essential aspects of education, such as pedagogical approaches and the particularities of the students, among others. Thus, the nurse could begin her teaching career without giving due importance to the motivation and interest of the students in the teaching-learning process, and without this understanding, she may develop a stance contrary to what is expected of a good teacher (Rampellotti and Pasqualli, 2020).

On the other hand, the thematic area of Technologies in Health Education constitutes an innovative proposal, serving as an interesting resource for the teaching-learning process. However, the use of technologies can be beneficial, but it can also be detrimental if they are not used appropriately, given that the use of certain technological resources can occur within a traditional approach. Therefore, it is important to understand pedagogical conceptions and to know which approach is best suited for each teaching-learning situation.

From this perspective, communication is regarded as an information technology, having evolved from oral to written forms and subsequently becoming a fundamental tool in education, as observed in the following syllabus:

Thematic Axes of University Extension: Education, Communication, and Health. Communication as a Basic Instrument of Care Applied in Practice Scenarios of Social Programs and/or Projects in the Areas of Education and Health. Articulation of Knowledge from These Areas with Sectors of Society for the Strengthening of Both (Federal University of São Paulo, 2019, p. 65).

The lack of knowledge regarding the use of digital tools leads educators to experience feelings of insecurity, fear, and uncertainty, which hinders the development of the teaching-learning process (Barrera, 2022). However, it is important to highlight that the incorporation of Information and Communication Technologies in nursing education should not be limited to the simple provision of content. Therefore, it is essential to use pedagogical theories critically and reflectively, aiming to optimize the benefits derived from this integration (Barbosa et al., 2021).

Both the approach of Health Education and Technologies in Health Education do not necessarily generate reflection on the training and practice of nurses from the perspective of teaching. Perhaps this is why newly graduated nurses do not view teaching as their first option and begin to work in nursing education without adequate training. Consequently, they may face some difficulties at the start of their teaching careers, generally related to the lack of didactic, pedagogical, and psychological preparation in their undergraduate studies, which may reflect an emphasis on assistance at the expense of teaching (Silva et al., 2022).

Specifically, the thematic area of Didactics and Methodology of Nursing Education is what, through its content, allows for better preparation for nurses in teaching roles. However, like the other approaches discussed above, the teaching-learning process depends on the methods employed. From this perspective, the following syllabus addresses the everyday practices of teaching work:

Historical-Social Contextualization of Education. Pedagogical Trends. The Teaching-Learning Process. Levels of Educational Planning and Their Instances. Teaching Planning: Course Plan; Unit Plan; and Lesson Plan. Constitutive Elements of the Lesson Plan. The Construction and Execution of the Educational Project (Federal University of Amazonas, 2019, p. 42).

However, during the construction and execution of the educational project, there are no indications of the problems and unforeseen events that may arise during the educational practice. Thus, nurses who take on teaching roles tend not to know how to handle unexpected issues in the dynamics of the classroom. We know that unforeseen events are part of the routine and fall outside the established planning. Therefore, it is expected that educators can reflect on their pedagogical practice and remain open to learning through ongoing education (Sampaio, 2004). Consequently, nursing technicians trained through this education may not develop the necessary attitude and agility to perceive and address certain situations in their work practice.

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For its part, the syllabi of the subjects in the state of Maranhão include fundamental aspects for the pedagogical training of nurses, namely:

Historical Evolution of Didactics and Pedagogical Trends; Contribution of Behavioral Sciences to Pedagogy; The Pedagogical Value of the Teacher-Student Relationship; Didactics and the Formation of Educators. Didactic Work and the Comprehensiveness of the Educational Process; Characteristics of the Teaching Process; Basic Principles of Teaching; Objectives of School Education and Teaching. The Systematization of Knowledge; Structuring Teaching Work; The Internal Dynamics of the Classroom. Teaching Planning; The Relationship Between Objectives, Content, and Method; Formulation of Educational Objectives; Selection and Organization of Curriculum Content; Classification of Teaching Methods and Techniques; Teaching Aids; Evaluation of Teaching; Educational Process in Health. Evaluation of Teaching Performance; Self-Assessment as a Path to Improving Learning. Participatory Planning (Federal University of Maranhão, 2015, p. 57).

The course will provide a historical overview of education, addressing the concepts of didactic action, globalization, and culture. In this context, religious, political, economic, and humanistic aspects of contemporary education will also be discussed” (Federal University of Maranhão, 2015, p. 42).

However, these syllabi leave gaps regarding other aspects, such as pedagogical updating, which is crucial for the continuity of professional training. In this sense, although some technical education institutions offer pedagogical training, even with reduced hours, few educators participate in these training courses. This may be related to their belief that they do not need “training,” as they feel competent in teaching due to their experience in a specific area of assistance (Sgarbi, 2015). Thus, educators who do not recognize the need to continuously seek knowledge may struggle to innovate and meet the learning needs of students, remaining tied to outdated teaching methods. Consequently, students in technical nursing courses also adopt this attitude and may not become advocates for new knowledge, which can have implications for Continuing Education.

In contrast to the others, the following syllabus addresses the DCNENF and the PPC:

“Study of Didactics in the Context of Health, Education, and Nursing with Emphasis on Didactic Knowledge for the Interdisciplinary Training and Practice of Health Professionals as Knowledge Agents in Their Respective Areas of Activity; Approach to Health Education and In-Service Education;

Discussion of the National Curriculum Guidelines for Health Undergraduate Courses and the Pedagogical Strategies of Teaching-Learning that Can Be Used in the Exercise of Their Professional and Educational Practice; Course and Lesson Planning and the Pedagogical Project of the Course (Federal University of Sergipe, 2015, p. 19).

Such curricular components are valid for the pedagogical understanding of their practice. However, it should also be emphasized that the educator plays an important role in interpreting the conceptions contained in these documents and beyond them, guiding her practice by considering what is relevant and thus seeking to broaden the focus on content, relating it to the reality of the students. Without this understanding, the educator may end up limiting herself to the principles imposed in the syllabi and guidelines, failing to question and reflect on how to improve her methods and teaching content to train professionals capable of acting with responsibility and ethics.

Thus, the teaching approaches identified, in which there is an absence or inadequacy of pedagogical training, contribute to nurses who teach seeking the necessary knowledge on their own to fill this gap—such as training courses, specializations, master's, and doctoral programs (Pereira, 2019). Therefore, there is generally a rushed preparation for teaching, attempting to meet the occasional needs encountered in their daily work.

Overall, the lack of a policy directing pedagogical training in nursing occurs because both the government and Technical Schools often lack interest in investing in teacher training. According to Silva et al. (2018), the current configuration arises because, from the perspective of productivity or profit within the capitalist labor market, technical education is focused solely on assistance, based on the hospital-centric model, aiming to provide more labor force in the shortest time possible, trained according to the logic of the structure, organization, and functioning of health services, with a predominantly assistive and curative nature.

A large portion of educators in technical vocational schools works in these institutions informally and often holds more than one employment relationship, viewing teaching as a supplementary activity (Franco, Fernandes, Millão, 2020). Thus, we observe a trend in this market to hire nurses for teaching on a temporary basis, without a selection process, to meet specific demands at this level of education.

It is well known that the entry of nurses into teaching in Technical Schools occurs with more flexibility regarding curricular requirements and professional teaching experience, differing from Higher Education. Thus, Technical Schools generally have a faculty composed of nurses with little

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or no qualification for teaching⁶, recent graduates with bachelor's degrees, and flexible (precarious!) employment contracts (Medeiros, 2018). Consequently, these institutions benefit from the entry of newly graduated nurses, who gain job opportunities regardless of the available working conditions. In this sense, the precariousness of work can affect the teaching-learning process (Sgarbi, 2015). As a result, an educator who lacks pedagogical knowledge may struggle to stimulate the students' interest in the necessary learning.

For its part, the syllabus from Rio Grande do Norte emphasizes: "Different conceptions, models, and educational technologies aimed at developing competencies for the exercise of pedagogical practice in health education activities with the population, in the training processes and continuing education of health professionals" (Federal University of Rio Grande do Norte, 2018, p. 175).

The aforementioned syllabus covers the three themes but still presents deficiencies regarding teacher training. This is evident, for example, in the lack of reflection on their practice, which contributes to the existing duality between being a nurse and being an educator (Delacanal Lazzari et al., 2019). In this sense, it may hinder the process of constructing the identity of the educator and, consequently, impair the commitment to fulfilling their role.

One point addressed in some subjects was Continuing Education, which is also one of the competencies and skills to be developed by nurses, as stated in the DCNENF, as seen in the following: "Theoretical-conceptual and political approximation of the historical process of consolidating Continuing Education in the unified health system. Discussion of current scientific literature regarding Continuing Education in health, strategies, and implementation tools" (Federal University of Pampa, 2019, p. 123).

However, with the absence of discussion about the foundations of the teacher-student relationship, the nurse educator may compromise this essential relationship in the teaching-learning process. This is because the interaction and commitment of both are fundamental for nursing education (Silva et al., 2019). Without this role model, the student may not learn about the importance of having a good professional relationship with colleagues in the team and in building the knowledge

⁶Here, it is important to make a distinction between a nurse who teaches and a professor who is a nurse. Both are, first and foremost, nurses. However, while the nurse who teaches does not identify as an educator and lacks the necessary pedagogical knowledge, the professor who is a nurse identifies as an educator and, from that standpoint, possesses the necessary didactic knowledge and seeks to improve and invest in her training and teaching practice.

of each individual within the community.

It is worth noting that simply encouraging teamwork is not enough; in addition to knowing how to work in a team, it is essential to have the autonomy to question when necessary. Situations that require such a stance are often addressed in the pedagogical workshops developed with the nursing team, which is why it is also important to discuss the training of nurses for activities in Health Education and Continuing Education, as we identify below:

Study of Different Conceptions, Models, and Educational Technologies Aimed at Training Nurses for the Exercise of Pedagogical Practice in Health Education Activities with the Population and in Supervision and Instruction Activities in the Continuing Education Process of Other Members of the Nursing Team Involved in Health Services (Federal University of Rondônia, 2015, p. 112).

However, we observe that the syllabus mentioned above does not address the didactic and methodological issues of the teaching-learning process. As a result, aspects such as planning and pedagogical approaches are placed in the background. Consequently, educators may develop their classes without proper planning. Additionally, the predominance of traditional teaching methods and the lack of preparedness regarding the use of innovative methodologies bring various drawbacks to students' learning. It is also important to highlight that the inclusion of active, problematizing methodologies is essential for professional training capable of making decisions and adapting to social, epidemiological, and political realities (Leite, 2023).

In principle, the subjects of Didactics and Teaching Methodology can guide nursing undergraduates toward pedagogical practice. However, some courses develop related content only theoretically, leaving undergraduates with reflections on what to do rather than on the relationship between what/how to do. Thus, it is important for the educator to reflect on the practice she performs, integrating pedagogical knowledge and contextualizing it with various disciplinary knowledge (Silva, Jacinto, Pereira, 2021). From this perspective, the lack of practice can lead to a lack of confidence and security in professional actions.

In addition to pedagogical practice, educators need knowledge about teaching work, including an understanding of the social role they play and their responsibilities. In this way, students are influenced by their teachers, and the nurse-educator serves as a model of responsibility, ethics, and commitment to her profession. Consequently, educators play an important role in building the political consciousness of future nursing technicians, helping them to adhere to ethical and legal

provisions and to develop a holistic perspective in their work (Martins et al., 2021).

From this perspective, educators undergo a process of expanding their knowledge as they establish themselves as teachers. Throughout their careers, a transition from a traditional model of teaching to a more active teaching approach, where the student is the protagonist, is expected (Souza, 2020). In this sense, there needs to be a greater emphasis on the student from the beginning, and educators must find their leadership voice, developing the confidence necessary to fulfill their role amidst many responsibilities (Patterson et al., 2020).

Moreover, a teaching approach that is not centered on the student is incapable of addressing all their needs. In this context, the use of active methodologies encourages students to take initiative, reflect on their actions, and cultivate curiosity and the desire to learn continuously. This enables the formation of qualified professionals, whether at the technical or higher education level, who can carry out their activities with a holistic view of the patient, acting confidently and understanding what they are doing and why each action is taken, accurately documenting their work while maintaining a critical awareness of their political responsibility in each action and in the pursuit of better working conditions, also participating in professional and health councils, as well as valuing union involvement.

Thus, it is important that the subjects related to nursing education not only have appropriate terminology but also include sufficient theoretical and practical workload to effectively achieve the proposed objectives from the very beginning of the course. It is also necessary for didactic components to be offered not merely as a specific subject but integrated throughout other subjects and periods, adopting an interdisciplinary and transversal approach. However, it is essential to consider that “it is necessary to rethink the idea of delegating the responsibility of transforming the world to teachers, as if it were something so simple to do, without considering the complexity of human life and our society” (Fortunato e Porto, 2022, p. 12).

Moreover, it is important to emphasize the significance of studying didactic-pedagogical practices throughout the entire training process of educators, from undergraduate studies to postgraduate education and through Continuing Education programs. In this context, a study by Zamproga et al. (2020) found that, although postgraduate academic programs aim to train educators and researchers, these programs do not provide specific training for teaching qualification. Instead, they develop their teaching proposals, including curricula and subjects, in an individualized manner, without a framework to guide such educational processes. Despite this, Manhães and Tavares (2020)

regard postgraduate programs as the main strategy for the development of teaching qualification but emphasize the need for pedagogical training starting from undergraduate studies.

Final considerations

The teaching methodologies in nursing, developed in undergraduate courses, vary in their approaches. On one hand, they support the guidelines of the DCNENF, emphasizing the collective construction of PPC and valuing active methodologies. On the other hand, they present some gaps, often due to a lack of depth in certain points raised by the Guidelines, which require more than general or superficial information, particularly regarding the arrangement of content covered in the courses and especially concerning nursing education.

Thus, most undergraduate nursing programs included a didactic-pedagogical subject or, at least, an approximation to the content that should be addressed. This is because the pedagogical conceptions emphasized by the subjects focused on Health Education, Technologies in Health Education, and didactics and methodologies in nursing education, among others, such as Continuing Education.

However, educators trained from these perspectives may not develop the necessary knowledge to be effective teachers. In this context, most of the analyzed subjects did not assist in the process of constructing the identity of the educator. As a result, they could negatively affect the teacher-student relationship and hinder the adoption of new methodologies, dissuading students from learning and impairing educators' awareness of their social role and ethical-political responsibility in mediating the teaching-learning process. Consequently, in technical nursing education, there may be a mechanical training approach that compromises relationships with team colleagues and fosters resistance to new knowledge that contradicts or differs from what they have learned.

As limitations of the study, we note that it was conducted only with courses from Federal Universities, excluding private institutions and the entirety of existing courses in Brazil, and it did not directly consider the perspectives of the individuals involved in the teaching-learning process. Nevertheless, it was possible to achieve a breadth of courses, considering their particularities, and identify the main positive aspects and weaknesses, as well as point out their implications for the teaching practice of nurses. In this sense, we suggest further studies on teacher training in nursing, from undergraduate education to their teaching practice, also encompassing the perspectives of educators, students, and pedagogical coordinators.

Nursing constitutes the largest contingent of the workforce in health care in the country, making it necessary to rethink and enhance the training process for the categories that make up this

Nursing teaching methodology: pedagogical conceptions and implications for nurses' performance professional field. Therefore, it is urgent that those responsible for changes in nursing education act to promote the valorization of teaching methodologies in undergraduate programs, through changes in curricula and beyond, developing a political stance that encourages the collective participation of all individuals involved in the teaching-learning process.

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Received: 30/06/2023

Approved: 25/03/2024