

## DIALOGICAL AND PARTICIPATIVE TRAINING IN NURSING EDUCATION: CONTRIBUTION TO THE DEVELOPMENT OF CRITICAL AND REFLECTIVE AND CREATIVE THINKING OF STUDENTS

### FORMAÇÃO DIALÓGICA E PARTICIPATIVA NA ENFERMAGEM: CONTRIBUIÇÃO AO DESENVOLVIMENTO DO PENSAMENTO CRÍTICO-REFLEXIVO E CRIATIVO DE ACADÊMICOS

### FORMACIÓN DIALÓGICA Y PARTICIPATIVA EN ENFERMERÍA: CONTRIBUCIÓN AL DESARROLLO DEL PENSAMIENTO CRÍTICO-REFLEXIVO Y CREATIVO DE LOS ALUMNOS

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## ABSTRACT

**Objective:** to identify how the graduates of a nursing course in a public university in southern Brazil carry out the methodologies used in the process of training and their contribution to the development of critical-reflective and creative thinking. **Method:** Qualitative research anchored in the Paulo Freire reference. The study included 11 students of the final year of the nursing course. Individual semi-structured interviews were conducted in the first half of 2012 and analyzed under the proposal of content analysis. **Results:** the themes that emerged for analysis were: training as a dialogic and participatory process (including: the teacher cares about the students and the learning process), and active methodologies encouraged me to “seek knowledge”. The analysis showed that nursing education is dialogic and participatory, and that teachers care about the learning of the students. **Conclusion:** the use of innovative methodologies and problem-solving help to build knowledge. The close relationship between teachers and students is fundamental in the teaching and learning process, in which the teacher assumes the role of facilitator and the students are the protagonists of their learning process.

**Keywords:** Nursing Education; Faculty, Nursing; Students, Nursing.

## RESUMO

**Objetivo:** identificar como as formandas de um curso de graduação em Enfermagem de uma universidade pública da região Sul do Brasil percebem as metodologias utilizadas em seu processo de formação e sua contribuição ao desenvolvimento do pensamento crítico-reflexivo e criativo. **Método:** pesquisa qualitativa ancorada no referencial de Paulo Freire. Participaram deste estudo 11 estudantes do último ano do curso de Enfermagem. Os dados foram coletados no primeiro semestre de 2012 por meio de entrevista semiestruturada individual, com roteiro semiestruturado e analisados a partir da proposta de análise de conteúdo. **Resultados:** emergiram para a análise as seguintes temáticas a formação como processo dialógico e participativo (que engloba: o professor preocupa-se com o estudante e com o processo de aprendizagem) e as metodologias que foram ativas me estimularam a “buscar o conhecimento”. A análise revela que a formação do enfermeiro é dialógica e participativa e que os professores se preocupam com a aprendizagem do aluno. **Conclusão:** o uso de metodologias inovadoras e problematizadoras ajuda a construção do conhecimento. A relação de proximidade entre o professor e o aluno é fundamental no processo ensino-aprendizagem, em que o professor assume o papel de facilitador e o aluno de protagonista em seu processo de aprender.

**Palavras-chave:** Educação em Enfermagem; Docentes de Enfermagem; Estudantes de Enfermagem.

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## RESUMEN

**Objetivo:** Identificar cómo los alumnos de un curso de grado en enfermería de una universidad pública del sur de Brasil perciben las metodologías empleadas en su proceso de formación y su contribución al desarrollo del pensamiento crítico-reflexivo y creativo. **Método:** Investigación cualitativa en base al referente de Paulo Freire. En el estudio participaron 11 estudiantes de enfermería del último año. Los datos fueron recogidos durante el primer semestre de 2012 mediante entrevistas individuales, con guión semiestructurado y analizados desde la propuesta de análisis de contenido. **Resultados:** Surgieron los siguientes temas para análisis: la formación como proceso dialógico y participativo (que incluye: el profesor se preocupa por el alumno y por el proceso de aprendizaje) y las metodologías activas me estimularon a "buscar el conocimiento". El análisis muestra que la formación en enfermería es dialógica y participativa, y que los profesores se preocupan por el aprendizaje del alumno. **Conclusión:** el uso de metodologías innovadoras y la resolución de problemas ayudan a construir conocimiento. La estrecha relación entre el profesor y el alumno es fundamental en el proceso de enseñanza y aprendizaje, en el que el profesor asume el papel de facilitador y el alumno de protagonista en su proceso de aprendizaje.

**Palabras clave:** Educación en Enfermería; Docentes de Enfermería; Estudiantes de Enfermería.

## INTRODUCTION

In the current context of nursing, the need for changes is discussed in the Nursing National Curriculum Guidelines (NCG)<sup>1</sup> that guide undergraduate training. These changes are the result of the demand that has been experienced in the different training and care settings, which seek professionals with learning ability, questioning and critical and able to transform realities and improve the quality of services and the life of the population.

However, although this need is evident, teachers still find it difficult to achieve a training that favors dialogue and participation, a proposal that is contrary to the hegemonic model, which has a technical conception, as well as the transposition of the paradigms that support it, still present in education and health institutions.<sup>2</sup>

Faced with this, the NCG foster changes in teaching and learning by recommending active learning methods coupled with critical and reflective training, encouraging students to reflect and actively participate in the teaching-learning process. These changes reinforce practices of an emancipatory education and committed to the development of the students' autonomy, capable of problematizing their relations in the world in which they live<sup>3</sup> and becoming potential transformers of the reality.

Thus, the development of active methodologies has the potential to arouse curiosity, favor autonomous motivation, and instigate the participation of students in the exercise of learning by doing. And the teacher plays the role of facilitator of this teaching-learning process, encouraging the student and favoring dialogue and participation and problem solving.<sup>4,5</sup>

The concretization of this transformative attitude takes place by the development of competent professionals to meet the needs of individual and collective health based on decision-making, communication, leadership, administration and management of health care and permanent education mediated by a pedagogical practice. To do so, it must be centered on dialogue and based on a pedagogical relationship between educator and learner, seeking to problematize the reality.<sup>6</sup> We believe that dialogue can be understood as a sympathetic relationship between two people who are interrelated in the

search of something based on criticality, as well as on love, humility, faith, and trust.<sup>7</sup> Education is not a one-way but rather a two-way path, not an asymmetrical but a symmetrical path. It is dialogic because it is from communication that we establish relationships with others, and we build the dialectic in our life.<sup>3</sup>

Some reviews on the changes that have taken place from the NCG and the persisting challenges reveal that many educational institutions have only incorporated concepts of critical pedagogy, such as "autonomy", "problematization of reality" and the need to train professionals able to "learn how to learn" and committed to coping with the health problems of society. But the effective change in the pedagogical practice is still little, and this remains the greatest challenge.<sup>2</sup>

In view of the complexity of what is thought to be Nursing training, the alignment between doing and the praxis remains distant from the idealized by the NCG. Thus, there is a need to better explore the practices, the initiatives of changes of teachers in educational institutions, to better understand and diagnose the difficulties and facilitating aspects of the application of the NCG and the creation of solutions that allow the desired training.

Thus, this study aimed to identify how undergraduate students of a nursing undergraduate course from a public federal university in the South region of Brazil, who experienced new teaching proposals, perceive the methodologies used in their training process and their contribution to the development of critical-reflective capacity.

## METHODOLOGY

This research is characterized as a qualitative, descriptive and exploratory study whose research method works with singularities, meanings and the intensity of the studied phenomenon, revealing aspects that make it specific. These are developed with less appreciation of aspects of repetition and more appreciation of socio-cultural dimensions expressed through beliefs, values, perceptions, representations, forms of relation, symbolism, customs, behaviors and practices.<sup>8</sup>

The phenomenon studied is the nursing graduation process and the teaching methodologies used for development of critical-reflexive capacity in a public federal university in the South of Brazil, which presents teaching proposals focused on active methodologies. The subjects of the study were female students aged between 21 and 30 years, regularly enrolled in the last year of the undergraduate course. Data collection took place through individual interviews guided by a semi-structured script prepared by the author. The topics covered included the following aspects: area chosen for the end-of-course work, perception in the nurses' training process, and whether the teaching-learning process contributes to the training. The inclusion criterion was to be a student duly enrolled in the last year of the nursing course. The choice of the last semester of the course is due to the fact that the students have already experienced much of the curricular practices. The invitation was made verbally on the first day of the semester of 2012-1 and then reiterated by electronic mail. After explaining the purpose of the research, as well as the measures to ensure anonymity and confidentiality regarding the origin of data obtained, an Informed Consent Term (ICT) was read and the students were invited to sign it after acceptance. Among 28 students enrolled, all were present on the first day of class and, of these, only 22 returned the signed ICT.

Understanding students' maturity and insecurity in participating in the research, e-mails were sent to the 28 students to reiterate the invitation to participate in the study and to try to stimulate participation of those who did not sign the ICT. After this attempt, 23 students returned the e-mails and agreed to participate. Qualitative research does not pre-establish the number of participants; it uses small, non-random samples determined on the basis of the need for information, having data saturation as guiding principle for completion of collection.<sup>9</sup> The number of participants followed the data saturation criterion, i.e. a number of participants enough to allow certain recidivism of information. Saturation is understood as "knowledge created by researchers in the field, where they are able to understand the internal logic of the group or the collectivity under study."<sup>10</sup> Thus, the study reached saturation with the participation of 11 Nursing undergraduate students. Interviews were previously scheduled according to the availability of the participants and carried out individually by the researcher, in the university's classrooms and in the student's internship environments. The average duration of the interviews was 30 minutes. Interviews were recorded on digital media and transcribed verbatim.

Data analysis was carried out using the technique of content analysis organized in five moments: pre-analysis, material exploration, treatment of results, inference and interpretation.<sup>11</sup> Two categories emerged from data analysis: *the teacher cares about the students and the learning process; active methodologies encouraged me to "seek knowledge"*.

Anonymity was guaranteed by the use of alphanumeric codes starting with S (Student) and 1 (order of the interview). The study was approved by the Ethics Committee on Research with Human Beings/UFSC, under Opinion n° 1.942/2011, meeting the requirements of Resolution 196/96 of the National Council that rules on Ethics in Research with Human Beings.

## RESULT

Eleven female students, aged between 21 and 30 years, participated in the study; the predominant age group was 22 to 25 years. The majority (eight, 72.72%) of the participants were single. The categories that emerged from the analysis explain the phenomenon of the training process in undergraduate nursing and the teaching methodologies used for development of critical-reflexive capacity in a public federal university in the South of Brazil, which presents teaching proposals with a focus on active methodologies from the perspective of students. The interpretation allowed the construction of a narrative that expresses the experience of the undergraduate Nursing training based on teaching methodologies that seek development critical-reflexive capacity.

### TEACHERS CARE ABOUT STUDENTS AND THE LEARNING PROCESS

In the process of training, a relationship between teachers and students motivate the learning because teachers demonstrate that they enjoy what they do, that they are organized and committed. These attitudes encourage the students' learning.

*[...] teachers are wonderful, they are organized, the methodology, everything, a very important thing is that you can see that the teachers love what they do, it is visible, you perceive it. (S7) [...] another very important thing is the commitment of all teachers, at all times, you have a lot of opportunities here, teachers stimulate you. (S1)*

*[...] Another phase was in [...] that teacher is also a differential, I do not like [...], it is not my choice, but it would work by the way the teacher led the class. It was the kind of teachers who cared for you, who valued the students' work, it was different. The teacher loved what he was doing, we can sense that. (S6)*

Besides perceiving in teachers the pleasure to teach, the students also emphasize as an important factor in this process of teaching and learning, which is feeling cared for by a "human being" with sensitivity. Feeling protected arouses the student's interest in learning and highlights the importance of the teachers' attitude as a stimulating factor for the process of knowledge construction.

*[...] He was the type of teacher who cared for you, who valued the work of the students; he was different. (S6)*

*[...] teachers [...] are wonderful. They seemed more human, more sensitive to the student and to learning, and what also contributed were the teachers of nursing process phase; I learned a lot. (S5)*

*[...] Another very important thing is the commitment of all teachers, at all times, you have a lot of opportunity here, teachers stimulate you. (S1)*

In the context of the internship, the students perceive teachers as mediators of knowledge. Mediation occurs through the act of thinking, questioning, and engaging in the act of reflection. This change in the teachers' attitude, as intermediaries and no longer transmitters of knowledge, is perceived by the students as another factor that facilitates learning. Such teachers mediate knowledge by encouraging students, arousing curiosity, valuing initiatives and solving problems, demonstrating in this act their desire to teach what they like to do, keeping the attitude of openness for students to become involved. This ability to raise desire to learn through interpersonal relationships and affectivity is perceived as a positive attitude, mainly because it facilitates the harmonious relationship among students.

*[...] I was surprised because I liked the [teacher]. Wow, I even thought about doing a specialization in the area. The teacher is great, she makes us to think, she questions, causes the class to get involved. For me, she is an excellent teacher, in the classroom she cannot do everything, but at the traineeship she was sensational, the way to lead the work, of making people reflect, think, she lets you do it without putting pressure, she has a lot of patience; she is concerned that the student learns; it was very good. (S9)*

*[...] teachers were very good [...] they became so intertwined [...] that we did not see the time go by. (S12)*

Another issue identified in the relation between teachers and students was the students' perception of freedom to learn and the contribution of the active methodologies used in the classroom that encouraged students to seek knowledge, to reflection-action between theory and practice, as facilitating factors for the development of protagonism in their learning.

*[...] it was wonderful, teachers, classes, content, dynamics, all was great too, we had theoretical content and then we went to practice. So we could make that connection between theory and practice immediately, through*

*research, living with reality, we saw the applicability like right away, it was very good. (S9)*

*The phase [...] will make a difference in the future because the teacher gave us freedom. At first we were a little lost, but then we had to discover leadership, and we managed to organize ourselves and discover this issue that involves team work, leadership. (S11)*

In a proposal of problematizing pedagogy, the role of mediators played by teachers is fundamental for the success of the learning; this mediation occurs through group studies, dynamics, and seminars. In this sense, the teachers' pedagogical and professional experiences make a difference and interfere with the dynamics of the classes.

*[...] In the practical classes we were always accompanied by a teacher-nurse who worked in basic care. I did not have a good experience with teachers, because they were new graduates, and I believe that the experience counts a lot at the time of teaching, they seek information, but something is missing, and I observe this because talking to students of other classes they had the same complaints. (S3)*

Besides the teaching experience, another important aspect in the teaching-learning process is the teacher's attitude and intentionality in student learning.

*[...] But it is not the way teachers teach the lesson or the methodology used, but rather the interest they have in the subject. There are teachers who start to teach, that dull class and in the end there are only 10 students in the classroom. (S2)*

*[...] I had contact with several types of classes: with discussion, presentation of works, traditional classes (only the teacher speaking). There were several types, but I think this is not important, I think that what counts is when teachers realize that students are dispersed. (S6)*

*The phase [...] was special, it was all good, teachers, the methodology is better, it is more organized. There are books for you to study, but it is not only the book, you have to look for more. (S8)*

The teachers' role as mediators of reflection and facilitators of learning is determined by their attitude, experience, commitment with students, dedication, closeness, attitude towards the class, and intentionality when preparing their class.

## ACTIVE METHODOLOGIES ENCOURAGED ME TO “SEEK KNOWLEDGE”

Traditional teaching has been gradually being replaced by innovative methodologies. Thus, students perceive that the courses that use active methodologies make it possible to work in small groups, to have freedom to ask questions and to interact better.

*[...] At the phase of procedures, the best is the active methodology. The classes are small groups, have a larger interaction, make it easier for teachers and students, it is easier to questioning things, ask, clarify doubts. (S4)*

*[...] I found active methodology important because it forces the students to go in search of knowledge, they will not receive everything ready. But I also like the class, I think we should have both: the teacher giving classes, the content, showing the knowledge and then the students going after more and with this they can debate, discuss, be critical. (S7)*

Throughout training, the students affirm that the courses that used active methodologies made it possible the construction of knowledge and, when they sought knowledge on their own efforts, they felt more confident

*[...] What most caught my attention in my training was the active methodology; it was this quest for knowledge. I found it very positive, it make students think, study, it is a way for you to feel more confident because you build up your own knowledge. (S3)*

*[...] The methodologies used were important and contributed to my training. I think this methodology is valid, in that students have to go in search of knowledge. (S10)*

*[...] When we graduate, we will not have teachers helping us anymore. So, in a way, this methodology helps us in that, out there, if we have doubts, we have to go look for it, there's going to be nobody there talking to us that is this way, or that way. (S5)*

Search for knowledge mobilized by the use of active methodologies makes students learn in a movement from the practice, stimulating reflection on the actions developed, not as an automatic process.

*[...] You have to study this content for discussion and through the whole end of the internship you have the discussion of texts, works, with teachers and with colleagues. So you reflect on all the actions that were taken, you dis-*

*uss, and that makes the difference, it strengthens the information and causes students to reflect about their actions; this contributes to our training, it makes us not automatic professionals, who only perform procedures. (S3)*

Despite the students' statements about the learning experience with active methodologies and their contribution to the pursuit of knowledge, there are students who prefer to receive knowledge from the teachers through lectures, because “going after knowledge is an obligation”, they prefer to receive “everything ready”.

*[...] I found active methodology important because it forces the students to go in search of knowledge, they will not receive everything ready. But I also like the [expositive] class, I think we should have both: the teacher giving classes, the content, showing the knowledge and then the students going after more and with this they can debate, discuss, be critical. (S7)*

## DISCUSSION

Desired transformations in the healthcare model require training of professionals towards a critical-reflexive and creative capacity. To achieve this, the training of nurses must recognize the teaching and learning process as a construction of knowledge.

Problematizing education proposes the mobilization towards the construction of knowledge having meaningful experiences as starting point. In meaningful learning, it is sought to build an educational process based on the prior knowledge of learners, aiming to make educational process more dynamic; there is a continuing need to transform the pedagogical practice into a moment of pleasure and satisfaction for both educators and students, in order to make the educational process more effective.<sup>12</sup>

Thus, the articulation between academic courses, from theory to practice and from biopsychosocial dimensions, the reality as a motivator of meaningful learning and the active posture of students in the process are essential for the construction of knowledge articulated with reality, in a critical-reflexive way, effective for integration between the teaching and the professional practice.<sup>13</sup>

In this way, students build their critical-reflexive thinking during the immersion in the different scenarios, relating the practice to the theory obtained in searches, group discussions, problem solving, and seeking autonomy.

For the training of critical-reflexive and creative professionals, what matters is not the mechanical repetition of gestures, but the understanding of the importance of their actions (responsible and committed to its context), the awareness of re-



ality, recognizing value of feelings, emotions, desires, of insecurity to be overcome by confidence, of the fear that, being “educated” generates courage. We realize that we are on the right path, deciphering our way of thinking and acting as well as making it clear that some knowledge is necessary to the liberating and transforming teaching practice, keeping clear in mind that teaching is not the simple transmission of knowledge.<sup>7,14</sup>

In this study, the students perceived teachers as mediators of reflection and facilitators of the learning process. This happens only when teachers guide their pedagogical practice from a problematizing perspective, taking on the role of agents of transformation by their ability to connect and reconnect knowledge. To do this, they must have knowledge of what they are going to teach and, through their didactic-pedagogical ability, articulate and expand the programmatic content with reality, since there are no ready recipes in the teaching-learning process. There are methodologies that need to be known and well addressed, adapting them to different situations and individuals.<sup>15</sup>

Active methodologies have the potential to arouse curiosity, to the extent that students enter into theorizing and bring new elements, not yet considered in class or in the teacher's own perspective. According to the author, “active methodologies are based on ways to develop a learning process, using real or simulated experiences, helping students to solve problems in different contexts, aiming to successfully solve problems in the activities of social practice.”<sup>5</sup>

That is why today in education, teachers must overcome the traditional teaching model to build a new one. And in this process, the first step is to accept the new, reviewing attitudes, being open to uncertainties, reorganizing their thinking and their action.<sup>16</sup>

Pedagogical practices should guide teachers in order to achieve the objectives of problematizing education, turning the learners into protagonists of their learning process while the educators assume the role of mediators/facilitators. In order for this transformation to take place in the teaching-learning process, training of nursing teachers must be critical and reflexive, so that they may overcome the barriers of traditional education. However, the teaching work is considered empiricist because in the absence of pedagogical training, previous experiences constitute the guides for the projection of the students' needs.<sup>17</sup>

In a traditional model, there may be dialogue and debate, but teachers decide what is right or wrong. Knowledge is almost always a one-way path, and the classroom is the only learning place, as well as other controlled situations. The challenge for teachers is to understand the pedagogical action and the role they play in this process, recognizing the demands and requirements that determine the process of being and acting.<sup>18</sup>

Thus, in the Freirian perspective, the knowledge produced in this movement mediated by dialogue has no hierarchy or submission; we are programmed to teach and learn. Teaching

and learning are actions that involve educators and learners, in which who teach also learns; on the one hand, they recognize a previously learned knowledge and, on the other hand, they observe the way in which students' curiosity works.<sup>19</sup>

The traditional teaching model has gradually been replaced by new pedagogical tendencies, capable of contributing to the preparation of these critical-reflexive and creative professionals.<sup>18</sup> This is corroborated by a study<sup>20</sup> which showed that active methodologies are present in several higher education institutions, revealing that methodological innovations in nursing education appear in studies in the Southeast region of Brazil with 17 articles (61%), followed by the South region with six (21%), the Northeast with three (11%) and the Central-west with two articles (7%).<sup>20</sup>

Problematizing teaching is geared at the realization of the greater purpose of education, which is to prepare the student/human being to become aware of his world and to act intentionally to transform it, always for the better, into a world and a society that allow a more dignified life for men. However, the confrontation of the new pedagogical proposals by students may happen in different ways. Change is a process that takes place over the long term and requires continuous exercise.<sup>5</sup>

Perhaps because of this, some students of this study recognized the contribution of problematizing methodologies in their training process, while others affirmed that traditional (expository) methodologies were more appropriate to their learning process. On the other hand, it is also necessary to recognize that people learn in different ways and at different times and these characteristics need to be considered by teachers.

In this context, educational institutions have to awaken in educators and students the understanding of education as a new form, dialogic and liberating, that goes beyond the limits of traditional and technical education. The importance of the role of the teachers as agents of change, favoring mutual understanding and tolerance, has never before been so evident.<sup>21</sup> This role will be even more decisive in the 21st century. “[...] the responsibilities of teachers who are creating the character and spirit of the new generations are enormous.”<sup>22</sup>

In the teaching carried out from the perspective of the practice of freedom, education cannot be a practice of content storage based on a conception of men as empty beings, but of problematizing men in their relations with the world. Therefore, problematizing education is based on the dialogical relationship between educators and learners that enables both to learn together, through an emancipatory process. In the problematizing education, educators have to stimulate the students' curiosity, propose challenges, problems and encourage their search for solutions.<sup>23</sup>

This is important because learners need to build and rebuild knowledge from what they do, and for this, both – educators and learners – need epistemological curiosity, seeking

the sense of the actions they develop. Educators are no longer “lecturers” but are rather organizers of knowledge and learning, becoming also permanent learners, builders of meanings, co-operators and, above all, organizers of learning.<sup>24</sup>

By producing knowledge, teachers become able to think to innovate. In order to innovate, it is necessary to know and only have the condition to know this world of production of knowledge, who learn by the own hands and also by the own ideas. Teachers will only train students as critical citizens if both develop the capacity for reflect.<sup>25</sup>

Therefore, today it is necessary that educators and students overcome the traditional teaching model, getting rid of the old to build the new. And in this process, the first attitude is of acceptance of the new, and then reinventing their attitudes towards reality, being open to uncertainties, reorganizing their thinking and their actions.<sup>16</sup>

Overcoming the traditional model of health education requires that teachers recognize the importance of pedagogical training as a necessary knowledge to a competent pedagogical practice. Didactic knowledge of content (DKC) is shown as the great differential of the pedagogical practice of health educators, in addition to other spaces and relevant elements and potential fuels to the sources of basic knowledge for teaching. Besides making the classes to become more pleasant and stimulating for students, this knowledge is capable of stimulating the autonomy of thought, criticality, creativity, teamwork, communication and leadership, which are professional skills listed in the national and essential curricular guidelines for the consolidation of the SUS.<sup>18</sup>

Although health professionals often do not have training in the area of Education, they have the duty to constantly update themselves, since they are always guiding, educating, learning new techniques, new studies, that is, always augmenting their knowledge. Therefore, they are responsible for stimulating critical thinking, curiosity. If one person is a health professional, he is also an educator.<sup>14</sup>

Paulo Freire, in his book “Pedagogy of Autonomy”, [...] Without the curiosity that moves me, troubles me, inserts me. Therefore, to teach is not only to transfer knowledge, it is to build a process of learning, to have a relation of love and respect with learners, it is to understand that learners are not empty cups, that they are history, life, prior knowledge and, above all, that educators and learners are subjects of the same process. According to Freire, education is an act of love, respect, that requires research, rigor, aesthetics and ethics.<sup>7</sup>

## FINAL CONSIDERATIONS

This study showed that Nursing students perceive their training process as dialogic and participative and that teachers are concerned with their learning. At the same time as they considered

that the use of innovative and problematizing methodologies helps in the construction of knowledge, they believe that learning will only happen when teachers “teach”, that is, when they disclose contents, transmitting to students what is important or not in their discipline. They emphasized that the teacher-student relationship is fundamental for learning, regardless of the method used.

Teachers have used problem-solving methodologies to dynamize the process of knowledge construction of students, under a participatory approach and leading the students to participate in the process. However, movements of recognition that the traditional methodology is a better way to learn are still perceived.

This fact brings teachers to a great challenge, that is, to promote in students the recognition that no one teaches anyone, and everyone learns in communion. Pedagogical practices should place learners as protagonists of their learning process and educators as mediators/facilitators. This is the way to awaken critical awareness in students, helping them to face the most diverse situations, boosting creative and transforming attitudes.

Good teachers are those who make students to become critical and develop abilities to question and reflect on their actions. In this sense, it is in a process of dialogic and participative teaching that students are able to find the necessary answers to the problems and challenges of the working world and to promote the transformations required for health care in tune with the needs of the Brazilian population.

The transformations required in the scenario of health practices also require changes in the educational practice, which keeps teachers motivated to use new teaching methodologies. And this calls for the need to develop further studies related to the teaching-learning environment in nursing.

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