

The teacher and the use of methods and techniques in higher education



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ABSTRACT

The challenge of educating in higher education involves discovering ways to promote and facilitate learning, aiming to prepare students for life. Whenever possible, the educator, whether in Higher Education or not, should analyze his/her pedagogical practice. The accomplishment of this research is relevant because it included adding the profile of the teacher who works in Higher Education as a mediator of the educational process, having as principles to create means of propagating

learning, since creativity is an important characteristic of pedagogical work. To achieve the objectives proposed in this Article, research and bibliographical readings were carried out, with a qualitative approach. In order to know the conception of some authors about the methods and techniques used in higher education, bearing in mind that these can be considered as a dynamic factor of learning, curiosity and the challenges of investigating this topic arose. Based on the knowledge acquired in carrying out this, it was possible to verify the importance of using teaching resources in the university context, which can contribute significantly to the knowledge produced by the student. This article was an experience that served to expand knowledge about the teacher and the importance of using methods and techniques in Higher Education.

Keywords: Teacher, Education, University education, Methods, Techniques.

1 INTRODUCTION

The challenge of educating in higher education implies finding ways to promote and facilitate learning, aiming to prepare the student for life.

Whenever possible, educators, whether in higher education or not, should analyze their pedagogical practice. When you think, there is the possibility of questioning yourself and with questioning there is the possibility of change. Every being, because it is unfinished, is subject to change, progress and improvement. And this only occurs from a reflection on oneself and one's actions. The analysis of practice leads to the discovery of flaws and possibilities for improvement. Those who do not reflect on what they do become complacent, repeat mistakes and do not show themselves to be professional.

The perspectives of current education refer to the need to streamline the teaching and learning process and review the role of the teacher, suppressing his condition as a mere transmitter of knowledge and replacing him with a subject who is capable of analyzing his practice, intervening and building an innovative path. In view of this, this work aims to weave a brief analysis on the figure of the university professor with an innovative, critical and reflective profile, as well as on the ways in which he practices



the management of his classes, with a special focus on the resources and techniques he usually uses to make the pedagogical action more dynamic and focused on the interests and needs of academics.

The realization of this research is relevant because it will understand the profile of the teacher who works in Higher Education as a mediator of the educational process, having as principles to create means that propagate learning, since creativity is an important characteristic of pedagogical practice.

In order to achieve the objectives proposed in this article, research and bibliographic readings were carried out, with a qualitative approach. In order to know the conception of some authors about the methods and techniques used in higher education, considering that these can be considered as a dynamic fact of learning, the curiosity and challenges of investigating this theme arose.

Today, with so many sources of information available outside educational institutions, one of the great challenges for teachers is the search for methodologies that make it possible to awaken the student from their state of comfort, starting to integrate into the group in an active and participatory way, thus ensuring meaningful learning. If the teacher does not mobilize for this, it will be difficult to get at least the attention of the students.

In order to clarify the positions defended here, this article addresses the challenges of the contemporary university, more precisely the practice of the teacher. To this end, it will be sought to show what the profile of a Higher Education teacher should be, emphasizing his performance as a professional teacher and as an educator. It will also show the essential characteristics of teaching in Higher Education, which among them are the need for the teacher to be an eternal researcher, so that he will be able to streamline his classes with a lot of creativity.

2 CHALLENGE OF THE CONTEMPORARY UNIVERSITY: THE TEACHER'S PRACTICE

In view of the current historical context, it is clear that the university has a huge challenge to face: to begin to write a new chapter of its own history in order to meet the needs of the globalized world. That is, to train citizens and professionals who develop their ability to think, reflect and act critically.

According to Dias Sobrinho (apud FERREIRA, 2003, p. 189),

Today's university must thematize its formative function. In the training of higher education personnel, the social significance of knowledge and skills should be taken into account as one of the important criteria of academic quality.

Analyzing the above quote, it can be seen that since knowledge is one of the most important foundations of the society that is being built and, consequently, of globalization, it is necessary to be clear about the meaning that is being attributed to it.

Globalization is, without a doubt, one of the phenomena linked to the transformations of contemporary society that exerts the greatest influence on the being and doing of the university.



There can be several ways to respond to the challenges of rethinking the role of the university, but the main one is the construction of an education process that has, in quality, its fundamental assumption of resignifying the meaning of the individual's education.

In the midst of the indispensable transformation, which must be focused on values and competences, it is necessary to pay special attention to the practice of the teacher, as he must present not only technical-pedagogical competence, but mainly be in tune with his time, having as a horizon of improvement a continuous learning process capable of responding to the demands and challenges of today.

The performance of the university professor should be based on the conception of *educational praxis*, conceiving teaching as a complex activity that demands from teachers a training that goes beyond the mere development of technical skills or simply the in-depth knowledge of a specific content or discipline.

2.1 WHAT PROFILE SHOULD BE ADDED TO THE EDUCATOR WHO WORKS IN HIGHER EDUCATION

The university should be seen as an agency of knowledge, a questioner of this knowledge, and also a creator of new knowledge. It is considered that this institution should exist in function of a historical, political and social reality, of which it is the result and on which it acts and intervenes, being an instigator, and stimulator of the awakening of curiosity, boldness and initiative. Therefore, the question arises: what are the essential characteristics that the teacher must add to meet the requirements mentioned above?

From the outset, there is a need for a complete teacher, a professional who has a deep knowledge of the field of knowledge to which he intends to teach, who has a critical sense, who knows the reality, the globalization that surrounds him, in order to make careful analyses of the contents to be taught in order to provide students with the production of new knowledge. To do so, it must innovate and create didactic methods of teaching its students with magnitude. In this regard, Paulo Freire (1996, p. 26) said that "it was in this way, socially learning, that over time women and men realized that it was possible – later, necessary – to work on ways, paths, methods of teaching."

Thus, like any educator, the Higher Education teacher must follow the most dynamic and didactic way and path to teach. After all, the challenge of educating implies discovering ways to promote and facilitate learning, aiming to prepare the student for life.

Freire (1996, p.18) states that:

It is not only interesting, but profoundly important that students perceive the differences in the compensation of facts, the sometimes antagonistic positions between teachers in the appreciation of problems and in the equation of solutions. But it is essential that they perceive the respect and loyalty with which a teacher analyzes and criticizes the posture of others.



As a result, the teacher must provide students with involvement in the applied content, verifying the performance of each one in the teaching-learning process, enabling success for both: educator and student.

University teaching needs professors with professional profiles who intend to keep up to date, competent in their area of expertise, entrepreneurial, with a broad vision of the general issues of society, open to the new and with the power of creative ideas, and quick and safe decisions, thus, becoming an educator open to constant learning. In this sense, as Pedro Demo (1996) says, the teacher has to learn how to learn so as not to become obsolete. In this case, learning is not at all about managing certainties, but about working intelligently with uncertainties.

Higher Education, having as its main objective the training of professionals, in the most diverse areas, should have its professional staff capable of guiding, monitoring and evaluating those who will go to the job market.

The education professional, in order to exercise the teaching function, must meet a profile that does not fall into the routine and/or has an erroneous view that the student is not prepared for learning. It will be necessary to present characteristics to develop a work according to these changes, within the dimensions: educational, didactic, organizational and values, because as Paulo Freire (1996, p. 52) said:

It is necessary to insist: this knowledge necessary for the teacher – that teaching is not transferring knowledge – not only needs to be learned by him and by the students in their reasons for being – ontological, political, ethical, epistemological, pedagogical, but it needs to be constantly witnessed, lived.

Therefore, it is important that the teaching action becomes an object of reflection and orientation present in their daily teaching.

2.2 TEACHER AS A PROFESSIONAL

The professional teacher has concepts about his work and is aware of the norms, of the values that accompany him in his daily activity, develops cognitive skills, transiting between experiences acquired inside and outside his professional practice. From this point of view, it is important that the teacher knows how to deal with the differences of the subculture, causing attitudes between him and the student determined by values, cooperation, respect and tolerance.

Its position in relation to advances in the fields of society, science, technology, environment, culture, health, politics, philosophy of life becomes necessary, because the education professional must be aware of the transformations and keep constantly updated. In this regard, Porlán (1998, p. 17) states:

Professional knowledge is not restricted only to academic knowledge, originating from studies of specific contents, systematically organized, and didactic-pedagogical contents, often juxtaposed to the former in a fragmentary and decontextualized way, being, therefore, of little



significance for the teacher. Much more than that, professional knowledge is differentiated from any concrete discipline.

According to the above, it can be seen that the construction process that gradually elaborates the new professional knowledge enables a better understanding of the reality and reinforces the responsibility for the decision taken in the teaching professional.

The office of teacher requires the awareness that he is an important role model for his students; Proper conduct is essential in this profession. Thus, it is necessary to be able to deal with problems, always with great responsibility, and impartiality, aiming to solve the issues that arise on a day-to-day basis. Their professional activity must be permeated with enthusiasm, always attentive in a self-critical posture and convinced about their work. In this way, the professional teacher makes his work coherent and directs his actions, since he knows his strengths.

According to Grillo (2001, p. 138), "the daily life of the classroom is always unstable and requires the teacher to reinterpret each problematic situation as a result of the confrontation of this with another experience already lived, which is never repeated".

The teaching profession requires the constant use of reasoning. It is practical, but it is also very reflective, so it is necessary to always be creating something, writing articles for newspapers, making speeches, preparing scientific articles, doing literary contests, not being ashamed of "*to be*", because anyone who does not like to read or write cannot be a teacher, he is in the wrong profession.

Today, there is no longer that story of "captive chair", because the risk of losing one's job is real, specifically on this teaching professional, his responsibility is significant, as it demands the training of professionals who will work in the various branches of human activity and this translates into the very sustenance of society, influencing the mode of production and the existing social relations, as well as in the individual's interaction with nature and with other living beings. In this sense, being a university professor is a step that goes beyond the walls of universities. This reality is perfectly explicit in the words of Francisco Campos, former Minister of Education in the Vargas government:

The university level must go beyond mere teaching, it must be involved with disinterested culture and pure science, and it must exert in the social environment the educational influence that is the basis of the present needs of our technical, scientific and cultural improvement. It is up to him to preserve the results and conquests, to extend his dominion and expand the rays of his adventures as the center and focus of the irradiation of the national culture, to train the generations in the art and in the use of reason. The University is not the school of success, but the school of the search for truth. (apud CURY, 1984, p.103)

The performance of the Higher Education educator needs to be guided by the exercise of social reconstruction. Your action as a teacher should reflect a systematic analysis of reality, criticizing when necessary and seeking alternatives of a social model with your students, because we are living in a time of transition, marked by the loss of confidence in the validity of current knowledge that is



presented in the complexity and ambiguity of uncertainties. Thus, it is necessary to assume and control the insecurity in the construction of the new to deal with the contents in the classroom.

2.3 TEACHER AS EDUCATOR

The reflection on pedagogical practice is one of the main indicators that a perspective of the search for the new has been gradually being built, of putting into practice a new understanding of the role of the university institution and, consequently, of the role of the teacher in the knowledge society.

Thus, it is considered that society needs to value the education professional, because in order to train good professionals it is necessary to have good educators and these should have their merits recognized. In this way, it will develop its activities more efficiently and the reflexes will be aimed at an improvement in the quality of the professionals that Higher Education Institutions train for the market.

Rubem Alves (2006, p. 16-19) knows well the value of an educator and differs from the teacher as follows:

Teachers, there are thousands. But the teacher is a profession, it is not something that is defined from within, out of love. Educator, on the other hand, is not a profession; it is a vocation. And every vocation is born of a great love, of a great hope. (...) I would say that educators are like old trees. They have a face, a name, a 'story' to be told. They inhabit a world in which the valley is the relationship that connects them to the students, and each student is *a sui generis* entity, bearer of a name, also of a 'story' suffering sadness and nurturing hopes. And education is something to happen in this invisible and dense space, which is established by two.

In an analysis of the thought of Rubem Alves, it is believed that when it comes to training people, it is really necessary for the teaching professional to be a true educator, not necessarily because he has a vocation, but because he places himself as a mediator between the student and knowledge so that the production of various knowledge can be effective. In line with these ideas, Gil's thought (2006, p. 36-37) can be addressed here:

Teaching in Higher Education cannot be exercised only by specialists in a certain area of knowledge who seek in classes a way to supplement their salary. Nor can it be exercised by people who find it interesting to bear the title of "university professor" or who teach because they see the activity as a "relaxing activity" that takes place after a hard day's work. A competent university professor is required today. That is, an educator.

Specifically with regard to university educators who work in the training of other teachers, the teachers of licentiate degrees, it is necessary that they enable future teaching professionals to discover themselves as people, to realize themselves and, aware of their power, to discover the community as part of the whole, and to act in it in the transformation of society.



3 ESSENTIAL CHARACTERISTICS OF HIGHER EDUCATION

The current education in Higher Education articulated with the need to master certain competencies challenges educators, in such a way that they need to consider in their practice the need for research, as well as creativity in the classroom, as can be observed in the two items that make up this chapter.

3.1 THE RESEARCH PROFESSOR

One of the outstanding characteristics of Higher Education is to encompass teaching, research and extension. This presupposes that a teacher at this level of education is a researcher. There is no way to carry forward the teaching profession without also having a research project in progress. This is because the Higher Education professor is legally required to have a master's or doctorate degree and there is no way to have a master's or doctorate without developing research projects.

Higher Education is characterized by the production of knowledge. If this production does not occur, it cannot be considered that it is genuinely a Higher Education. And the production of knowledge does not happen by chance, there needs to be research, and scientific research in the rigor of expression.

Teaching conditions change day by day and there is no certainty of what "works". From this same perspective, the teacher needs to be a researcher who questions his or her thinking and practice, acts reflexively in the dynamic sphere, makes decisions and creates more appropriate responses because they are constructed in the concrete situation itself. (GRILLO, 2001, p.138)

It can be understood that through scientific research, teachers expand their knowledge and modify their teaching practice, making it evident that the quality teaching that is desired can be based exactly on research.

In the Universities, with regard to teaching, there is still the figure of the professor who is a good researcher, capable, through systematic studies and investigations, of producing new knowledge and inducing his students to also create.

Regarding the figure of the researcher, he is an efficient and consecrated professor, who dedicates the maximum of his time to study and research, so he has relevant scientific productions that contribute to the advancement of Sciences.

The teaching activities of this type of professional provide students with the pleasure of learning and developing the scientific curiosity that are so characteristic of them, enabling them to really discover the role of the researcher, and even to be future researchers.

But the occurrence of teaching-learning through research depends a lot on the knowledge of the teacher. If he doesn't have the competence and ability to research, he won't succeed with his students. Thus, students and teachers immerse themselves in the "art of improvisation" which does not fit in any way with scientific research.



The approximation of education and research is, above all, in the emancipatory impetus of both, since they feed critical awareness, questioning, capacity for alternative intervention, connection of theory and practice, working accurately on the emancipatory competence of the person and society. (DEMO, apud FERREIRA, 2003, p. 205)

It is in the context of this understanding of the role of research in Higher Education – in the improvement of teachers and students – that it is believed that education through research presupposes three essential elements for success: that the teacher is a researcher, that the school/university or the community (depending on the type of research) has the sources of research and that instrumental conditions are provided for research to be carried out seriously and responsibly.

It is common in some Higher Education Institutions for professors to suggest research to students without indicating the sources, without clarifying the objectives and without providing them with the necessary tools for the development of scientific research. The result of this is "bias," i.e., false results that are exposed to the community as if they were true.

According to Demo (1996, p. 2),

Educating through research has as its first essential condition that the education professional is a researcher, that is, he handles research as a scientific and educational principle and has it as a "professional", especially in basic education, since he does not cultivate it, but as the main instrument of the educational process. We are not looking for a "research professional", but an education professional for research. Therefore, there is a need to change the definition of the teacher as an expert in the classroom, since a class that only teaches how to copy is absolutely malpractice.

It can be seen from this author's position that the education professional has the duty to be a researcher, not that he has the obligation to be a research professional, but that he knows how to use research instruments correctly. This is a significant social responsibility. An important fact is that while developing their research, the professor has the opportunity to socialize his production with his students, if there is an opportunity to do so.

In her book "The Good Teacher and His Practice" (1989), professor and researcher Mabel – PUC/RS, shows that higher education professors who are researchers enjoy more credibility with students and are able to teach more easily, although this is not a rule, as she warns.

The success of teaching-learning through research is more likely when it comes to Higher Education and depends a lot on the teacher's knowledge in this regard. If he doesn't have the competence and ability to research, he won't succeed with his students.

Again, it is based on the statements of Pedro Demo (1996, p. 2) who makes an important consideration in this regard: "If the teacher during his training was not encouraged to research, how will he do this with his students?" What can be analyzed in relation to this question is that the author considers that many higher education professors who do not practice research are not at all guilty of



this, because there are elements that hinder their aspirations to be a researcher or even because they were never instigated to do so when they were in academia or even in graduate school.

However, the simple fact of working as a teacher in Higher Education, by itself, should serve as an incentive and stimulus to the curiosity of these professionals to dedicate themselves to research, because according to Beluzzo (apud RIVERO and GALLO, 2004, p. 146),

It is at this moment that the "curiosity" factor is important, because it challenges the intentionality of the learning body to investigate, generating the desire to want to know/feel, to want to learn. Therefore, it is necessary to sharpen the self-organization of knowledge through the investigation of reality, making teaching break with a disciplinary posture imposed by curricula characterized by disciplines decontextualized from reality and innovations.

In any case, as it is an essential requirement for higher education to carry out research, universities must be very careful when hiring their professors: first check if they already have research developed or in progress, or if at least they intend to do so. What is inconceivable is that within a university you have professors who do not know how to research or who do not know how to work with their students.

It must be realized, however, that all research must have a social meaning, that is, the knowledge produced by it must serve to improve the quality of life of society. In the book "Between Science and Sapience" (2006), Rubem Alves It seeks to show that all scientific knowledge without the use of wisdom is sterile, that is, it produces nothing good. However, a survey that does not have its Social sense becomes just a "white elephant". It turns into huge expenses for the government with no return.

At this point, the research professor must pay attention to the good use of the knowledge produced by his research – being wise, of course – because based on his experience he understands that his students are not mere recipients of the knowledge produced by university researchers.

Teaching, learning and researching consolidates the educational practice of the 3rd grade teacher, what is necessary is that the teacher perceives himself, knows himself and assumes himself as a research teacher. However, it is constant to witness questions such as: does teaching really require research?

According to Freire (1996, p. 32), there is no teaching without research and research without teaching, which is why sometimes one finds that type of teacher who tries, and even succeeds, in reconciling teaching and research.

Those who do are found in each other's bodies. As I teach I continue, seeking, searching. I teach because I seek, because I have inquired, because I inquire and inquire myself. I research to verify, verifying, I intervene, by intervening I educate and educate myself. I research to know what I don't know yet and communicate or announce the news.



This type of educator, who instigates, inquires, researches, intervenes, manages to reconcile teaching and research. This type of professional can be found in private colleges; Her research is developed as concomitant activities taken to teaching and with a time of dedication far beyond what is desired, often being divided between what she wants and what she can do. In some colleges, this type of professional needs to teach numerous classes to ensure a reasonable salary.

What is actually sought when it comes to the subject of the training of the research teacher is that he is an agent of the expansion of citizenship and that he discusses with his students that research is an act of exercising citizenship, because this constitutive element of human life is not donated to anyone, it is acquired, and with a lot of effort. It is understood, therefore, that citizenship, being a good to be conquered, needs to have agents that facilitate the achievement of these means and the professor of Higher Education is one of these agents.

3.2 THE UNIVERSITY PROFESSOR AND CREATIVITY IN THE CLASSROOM

Creativity is considered as a natural human resource that needs to be more cultivated in pedagogical practice. When change accelerates, it becomes a necessary skill for survival. In this sense, the role of creative thinking becomes increasingly important in solving educational, economic, political and social problems.

Creative teaching, if permeated by a 3rd grade educator, is a dynamic way of teaching and learning, in which the educator must exercise reflection skills, looking for ways to develop methodologies and use more creative and meaningful techniques, in order to maintain their goals of efficiency and effectiveness.

It is necessary to rethink the teaching practice in terms of the content and the way in which it has been worked, which usually ends up being focused on reproduction and memorization.

It is important to highlight that knowledge alone is not enough, but the exercise of the ability to think, imagine and create is of great relevance. Therefore, the range of skills to be stimulated should be broadened and the satisfaction and pleasure of learning should be accentuated. It is also necessary to reformulate the image of the ideal student, in which obedience, passivity and conformism occupy the central place, to include commitment, dedication, enthusiasm, initiative, persistence, the ability to learn from one's own mistakes and curiosity as traits that contribute significantly to the search for dynamic teaching techniques and methodologies. for the interpretation of problems from new angles and for a better use of creative capacities.

According to Alencar (1993, p. 12), in order to favor the student's expression, the teacher needs to know and practice some dimensions of creativity, therefore, it is up to the 3rd grade teacher to provide:



- **Skills related to creative thinking:** fluency of ideas, flexibility and originality of thoughts.
- **Personality traits that favor the expression of creativity:** initiative, independence, self-confidence, persistence, curiosity, spontaneity, intuition, among others.
- **Psychological climate:** a climate favorable to the flourishing of new ideas is an encouraging and positive environment, where the student feels safe and free to expose their ideas.

He also points out several ways to promote conditions for the development of the creative potential of his students.

- Remember that the student expresses his creative abilities more fully when he performs activities that give him pleasure;
- Don't restrict yourself to exercises and activities that allow for only a single correct answer;
- Foster an environment that fosters creative ideas;
- Develop skills that require initiative and independence from the student;
- Stimulate students' curiosity through diverse and engaging activities;
- Diversify the teaching methodologies and resources used in the classroom.

It is noteworthy that creativity in teaching practice is fundamental, because at all times the ability to create has been occupying a prominent place. However, its demand becomes more evident in the educational context because it is a space considered responsible for preparing critical citizens, capable of developing skills and abilities and building new learning.

Higher Education has room for teachers to develop their creativity, initiative and experimentation, which can be organized at the time of planning, a significant factor in classroom thematization. To this end, the teacher must organize a collection of materials, methods and techniques to mediate learning in the classroom, since they can establish relationships between new content and knowledge that students already have, since the University, as a space for the promotion of knowledge, has one of the functions of providing moments of doubts and discoveries. The educator as a mediator of learning must be innovative, using didactic resources as an alternative to provoke in the learner the question he or she desires, in addition to sharpening the search for knowledge.

4 CONCLUSION

This article was a new experience, which served to expand the knowledge about the teacher and the importance of the use of methods and techniques in Higher Education.

Based on the knowledge acquired in the course, it was possible to verify the importance of using teaching resources in the university context, which can contribute significantly to the knowledge produced by the student.



It was possible to know the profile of the educator who works in the 3rd Grade, through numerous authors, understanding their difficulties and limitations regarding the use of resources.

It is concluded, then, that teaching and learning are complex processes, and that teachers and students must be active subjects in the construction of knowledge and nothing better than combining skills, competencies, methods and diversified teaching techniques to successfully achieve the purpose of education, after all, knowledge is the main factor of innovation of the human being. and it grows exponentially as it is exploited.



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