


The relevance of didactics in higher education for the training of professionals of the future

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ABSTRACT

This article explores the significance of teaching methods in higher education, emphasizing their relevance in shaping professionals equipped for contemporary challenges. Addressing pedagogical strategies, methodological diversification, and the encouragement of critical thinking, the focus lies on an student-centered approach. The study, based on practical experience during a teaching internship in the Discipline of Docência no Ensino Superior, underscores the link between teaching practices, institutional plans, and market demands. In conclusion, the paper emphasizes the importance of a teaching methodology that fosters continuous learning, reflection, and student preparation for a dynamic and challenging professional future.

Keywords: Teaching Methods, Active Learning, Critical Thinking, Professional Training.

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INTRODUCTION

Didactics is an essential area of teaching that is concerned with the way knowledge is transmitted to students, seeking strategies and methods that facilitate the learning process and promote the construction of knowledge in a meaningful way. In this context, higher education didactics takes on an even greater relevance, as it deals with a more mature audience, with different expectations and motivations for learning.

One of the main objectives of didactics in higher education is to develop students' ability to learn autonomously, critically and reflectively. To achieve this goal, teachers need to go beyond the mere transmission of content and become facilitators of knowledge, stimulating the active participation of students, encouraging debate and research, and creating an environment conducive to the intellectual and personal development of students.

The diversification of methodologies is another important element in higher education didactics. Each student has a different profile and learning style, so it is necessary to use varied approaches to reach a larger number of students. The use of lectures, debates, case studies, practical activities, group work, educational technologies and other pedagogical strategies favor active learning and the application of knowledge in real situations.

Another relevant aspect is the stimulation of students' critical thinking and analytical skills. Teachers should encourage questioning, reflection on the contents presented and the connection between the different disciplines, favoring an interdisciplinary view of knowledge. In this way, students can develop problem-solving skills and become more critical and aware citizens.

In addition, assessment is a fundamental component of higher education didactics. It is necessary to adopt assessment methods that are aligned with the objectives of the course and that allow the development of students' competencies and skills to be verified in a fair and comprehensive manner. Formative assessments, constant feedback and valuing different forms of knowledge expression are practices that can contribute to a more effective and constructive assessment.

In summary, higher education didactics should be guided by the continuous search for excellence in teaching practice, recognizing the heterogeneity of students, promoting active and meaningful learning, stimulating critical thinking, and providing an enriching teaching environment. In this way, higher education becomes more effective and capable of training professionals prepared for the challenges of the contemporary world.

In this sense, this article was developed with a view to the teaching practice during the discipline of Teaching in Higher Education, developed in the teaching internship in a class of the undergraduate course in Administration, students of the 5th semester, in the discipline of Innovation Management. The objective of the internship was to accompany the class with the full professor, as well as to prepare and teach classes, analyzing aspects of didactics correlating to the teaching plan of



the course and the institutional development plan of the institution, in addition, the needs of the current corporate world, and in the social aspects of the training of the professional that the institution seeks to train.

THEORETICAL FRAMEWORK

Didactics is the science that is dedicated to using teaching strategies in an appropriate way, with the objective of instigating in students the desire to learn, awakening their critical capacity, creativity and preparation to assume the active role of citizens. It is understood that it is essential to go beyond the mere transmission of knowledge, involving them in the creation and construction of individual knowledge (BASTOS, 2017).

One of the challenges in the teaching-learning process lies in the lack of a didactic approach. Professionals in the pedagogical area can prepare plans with excellence, following the guidelines established in the development plans of the educational institution and objectives of the course's teaching plan, but end up not fully executing them. A teacher's didactic approach is intrinsically flexible, as each class and individual requires adapted practices. It provides education professionals with methodological resources and strategies to achieve the goals established throughout the educational process (FREITAS, 2016).

This approach also improves the teacher-student relationship, and should be expressed in accessible language to ensure the effective assimilation of information, benefiting quality, evaluation and pedagogical planning. In addition, it is crucial to consider the variety of didactic and pedagogical resources, since the different forms of learning are contemplated in the methods offered. Freire, 1996 reiterates that the teaching-learning process is a two-way arrow, on the one hand, the teacher teaches and learns and, on the other, the student learns and teaches.

Pedagogical didactics is a complex set of elements that play a crucial role in the teaching-learning process. Among these elements, methodology, planning, and evaluation stand out, all of which play a key role. However, this dynamic is inherently flexible, since each individual has a unique approach to understanding knowledge, while teaching practice is constantly evolving (BASTOS, 2017).

Each teacher brings with them their own conceptions and methodologies, which will guide their lesson plans and their didactic approach. It is evident that, in the face of each subject, each teacher and each student, specific needs arise that must be considered. In this sense, Bastos, 2017 clarifies that didactics must adapt to these variations to ensure an effective learning process.

In a scenario where the educator plays a crucial role, avoiding the mechanization of teaching is an essential responsibility. The choice of teaching methods and techniques is of paramount importance. When the teacher is in the classroom, his primary objective is to ensure that the students



absorb the content presented. To achieve this goal, the teacher employs methods, which according to Libâneo, 1994, are the means to achieve a goal.

It is critical that the methods chosen are aligned with the needs of the students, thus ensuring effective learning. The teacher must relate the contents to the social context of each educational environment in order to facilitate the students' understanding. In this regard, the method plays a crucial role, allowing the teacher to identify the strengths and weaknesses of the class and determine the best teaching approach. Each method has a specific function, and can stimulate debate among students or help them to understand content from a local perspective (LIBÂNEO, 1994).

However, Libâneo, 1994 points out that there is no single method that is the best in all situations. What really matters is the teacher's ability to select and apply the most appropriate teaching techniques at specific times, according to the individual characteristics of each educational environment. Thus, didactics becomes a dynamic and essential tool to promote a meaningful and engaging education.

The transformation of society is intrinsically linked to the evolution of the education system, which in turn is shaped by the formation and renewal of teaching approaches. This influence extends to the pedagogical realm as well as to the governmental and political spheres, resulting in a wide-ranging effect. Costa, 2021 emphasizes the teacher's responsibility to intervene in the processes by suggesting, evaluating, and boosting the structural condition of the pedagogical components.

METHODOLOGY

In this topic, the methodology of this article is presented, addressing how this research was developed. In addition, it is explained how the data collection and analysis related to the research took place.

The research in question was classified in relation to its objective as qualitative, as it presents an approach that aims to understand particular issues in the context of the application, and that cannot be quantified. Qualitative research comprises a universe of beliefs and values, of relationships that cannot be understood and are limited to calculations (MINAYO, 2001).

Regarding the problem, this research is classified as descriptive with an exploratory bias. Descriptive, as the name implies, as it describes the reality of a discipline of the undergraduate course, interpreting and reporting its operational procedures and presenting the characteristics of a fact. Descriptive research seeks to describe characteristics, relate variables and associate practices (GIL, 2002).

The present research has an exploratory nature because its main objective is to provide an approximate overview of a given fact. They usually involve bibliographic and documentary surveys,



and case analyses. These researches aim to improve ideas or discoveries and allow greater familiarity with the problem in question (GIL, 2002).

The work can also be classified as a single case study, as it refers to a specific group, in this case, of the Innovation Management class, students of the 5th semester of the undergraduate course in Administration. According to Yin (2010), a case study is an empirical research that investigates a contemporary phenomenon within the context of real life. The case study method is chosen for this research because it enables the understanding of the topic addressed, using sources of evidence such as observations and documents. The case study describes a real situation, and allows an analysis of the facts within its specific context, exploring the events in depth (YIN, 2010).

To meet this purpose, data collection was carried out through the analysis of documentation of the educational institution, the lesson plan of the course and discipline, in addition to the participation of classes as a teacher, attending classes and later assisting in the preparation and teaching classes for the class.

The analysis of the collected data was carried out through content analysis, which, according to Minayo (2001, Casagrande, 2017), is the way to find answers and confirm or not whether the hypotheses, previously established, about the case are correct, in addition to assisting in the discovery of contents that have not yet been manifested. Data triangulation involves the use of varied and distinct sources of information, enabling comparisons. This technique presents different interpretations of a theme, and a more accurate view can be obtained (GIBBS, 2008).

THE CASE OF THE TEACHING INTERNSHIP IN THE DISCIPLINE OF INNOVATION MANAGEMENT

This case study was carried out in a Community Institution of Higher Education, being a reference in the regional development of the Northwest of Rio Grande do Sul. The case was developed specifically in a 5th semester class of the undergraduate course in Business Administration at the university, where the teaching internship provided the vision of how the teaching plan conducts the training of trained professionals, and allowed the full professor to adapt materials and prepare dynamic classes accordingly, making changes or increments weekly according to the development and profile of the class.

In order to understand how the didactics was approached in the classes, during the data collection some variables within the research theme were addressed, and it was possible to identify that the planning of the classes was formulated with the vision of meeting the training premises established by the institutional development plan and directed to the training in question of Administrators by the teaching plan of the course. This is fundamental for the construction of best



practices to lead students to the joint construction of knowledge and skills according to the proposed discipline.

The course aimed to train professionals with a critical ability to identify opportunities and know how to manage the context of innovation within organizations. In this sense, different didactics were proposed, addressing concepts of the theme in question, always bringing relevant and current references, with the presentation of practical cases for a better understanding of the content. After the first classes of contextualization and identification of the class profile, it was proposed the construction of an article developed by the students, divided into groups, where they were provoked to look for a company to carry out a case study and relate it to the theme of the discipline.

The students had the opportunity to live in practice concepts of planning and time management, with the choice of the company, division of tasks, in addition to living in the group as a team, and this didactics not only provided the opportunity to know the theoretical content of the discipline, but placed them in practical situations with real companies, which brought relevance to the experience as professionals who will be graduated in Administration. and future managers of the innovation theme.

The activity of constructing a group article was planned as an evaluation of the discipline, where they fulfilled the stages according to the schedule established throughout the semester, being evaluated not only the result presented, but compliance with the deadline, teamwork, conduct and posture of the students in the construction and later in the presentation of their work at the end of the discipline.

In addition to being made available in class a certain amount of time for discussions, doubts and construction of the article, the classes were divided into themes, according to the course plan, and in each class they were approached in a dynamic way, providing exchanges and the active participation of students. The first classes brought important concepts of the innovation theme, approaches to this theme throughout the evolutions of companies, always presenting real cases and enabling interaction between teacher and class.

Through didactic concepts and efficient methods in the formation of citizens capable of relating and building in teams, an expository class on the theme of leadership was developed, so that students could understand the importance of the manager's behavior for the development of innovation within companies. In this class, group dynamics were also carried out using gamification for interaction and fixation of content.

At the end of the course, it was proposed to read a book chapter, students divided into groups, where the students had a week to read and prepare to present to their classmates. With this activity, each group was responsible for a part and with the presentation they had the opportunity to discuss and learn about the importance of strategic management of the theme of innovation for the



challenges of the future. The book chosen was *Management of Tomorrow*, by authors Sandro Magaldi and José Salibi Neto, 2018 edition, and the objective was to understand how today's successful companies transform challenges into opportunities to innovate and what positioning managers need to create environments that make it possible to find such opportunities within organizations.

FINAL THOUGHTS

The teaching internship allowed the practical experience of the context of professional training, and how much the teaching didactics planned and executed with the direction of the institution's development plans and the course plan influences the construction of a collaborative classroom, which addresses the content theoretically, but with a view to the individualities of each class and student. and the contexts that this professional will encounter in the performance of their profession.

Being a teaching professional requires the ability to lead students in continuous learning, since the volatility and time in which changes occur requires professionals who are not plastered, but who are always researching and attentive to trends and opportunities for improvement.

In this sense, this work concludes that the discipline taught was designed to instigate students to reflection, and that it was this didactic of teaching conduction and form of evaluation proposed, which will enable students to follow the academic journey with critical thinking and vision necessary for the future without a professional who constantly accompanies and develops in the face of the scenarios they will face.



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