The Main Methodological Difficulties Encountered in Higher Education

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Abstract

Higher education has been undergoing significant changes over the past years. However, because of the demand, many institutions have accepted students without being prepared for their jobs due to the lack of trained teachers as well as for the physical structure. Besides, many have been the complaining against higher education. In order to study this issue and the related aspects, the aim of this work is to investigate the features that might be interfering in the higher education process. Results showed that the difficulties observed for psychology higher education are related primarily to the lack of interests of academics; low quality of public education; poor condition of physical structure; teachers not well-prepared for classes. It is important to say that not all the graduation courses nor the entire faculty might be under these generalizations, but only a few who need an updating. There is an urgent need of higher education reform in order to receive the government attention and to enhance the quality of the courses, so that a better quality of life and well-prepared professionals might be offered to the society

Keywords: Pedagogical practice. Difficulties. Higher education

1. Introduction

Education over the years has been through many reforms and experienced a significant improvement in all areas. Many higher education institutions have been created in various States, and all with the goal of bringing education and knowledge to all who have an interest in growing socially and culturally, as well as facilitate the professionalization of a large number of scholars. With all this growth, and due to rapid expansion, many institutions propose a degree of quality, however, fall short in some aspects. Many of these institutions are scrapped, with physical structure compromised, teaching materials lagged, and do not provide sufficient educational resources to meet the demand, resulting in the impairment of the educational process of the scholars.

On the other hand, there are students interested in professionalizing and execute the office ruled the high standards of training in which he graduated. There are others, however, who just want to have the course completion certificate in hand, and do not care to comply with its obligations as academics. From this perspective it is clear that higher education goes through a process in which we note the need for studies that arouse the attention of all to the fundamental formative role of higher education, so that everyone, both teachers as students realize the urgency of changes and can change the course of higher education in Brazil. It is important that each professional can complete its course, aware that learned enough to exercise their profession with dignity and professionalism. Based on this context, the question arises: what could be done to improve the method used by teachers in upper courses of the academic point of view?

2. Relevant Aspects for Improvement in the Process of Higher Education

When a student enroll in a higher education course the student has their concerns, many doubts, and little or no specific information on the chosen course, or distorted many expectations about the same, but with positive expectations in most cases.

Cunha and Carrilho (2005, p. 216) state that “Most students entering higher education brings a positive expectation for their future academic experience.” However, to start the classes, and over time, in many cases, the student realizes that the course chosen is not necessarily what he imagined, all because the early years of the present courses, based on its curriculum, concepts and theories, which is considered by many as dull.

Talking about these concepts relating to subjects of the courses and their form of organization, Ausubel, Novak and Hanesian, (1980, p. 53), States that:

Each discipline has a structure of concepts organized hierarchically: most general and inclusive concepts are at the top of the structure and include increasingly inclusive concepts and more differentiated.

In this perspective, it is important to note that the array of courses curriculum is organized in such a way as to meet the high standards of information pertinent to the course so that the professional can be well prepared for the exercise of their profession.

It is worth noting also the importance of resume that second, Franco (2010, p. 23) States that “the curriculum in higher education requires, at the same time, flexibility and intense rigour”.

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Corroborating this, Greco (2002) speaks of two ideas for the top, a curriculum where claims that the proposed higher education not just for socializing, but to education itself, since it is imposing, the second requires awareness, understanding of its social role and construction of life project. According to the author above, this principle curriculum for higher education requires a clear concept about teaching and learning. Present well structured curriculum is the duty of every institution of higher education, so that the future academic professional is not compromised. According to the Chamber, (2010, p. 02), students:

In the words of Grillo and Lima (2008, p. 80), "the seminars [...] teaching procedures are very useful for wide range of cognitive, affective, social learning that can provide ".

Writing is also important, since to develop writing, a reflection on the subject is necessary, and as a result of this reflection, activates thinking, for these and other aspects of the writing should occur frequently, even in higher education; and good writing, students must perform the reading, in order to broaden their knowledge and enhance growth, and according to (GARCIA, 1986), only bad student does not have good writing abilities or anything to say, for not having had an opportunity to learn how to organize your initial arguments, then improve them and put them on paper.

Bernardo (2000), also points out that in developing writing, the student learns to select and sort data, relate ideas on the topic in order to understand more deeply the experience he is analyzing and writing.

Through academic writing goes on to explore the information already accumulated throughout life, and that is having access, and from there form concepts about a particular situation or experience to put them on paper. At that moment the academic uses all the information you have and through creativity can develop very rich texts on information, and this creativity had enjoyed only from the time that the teacher exploit it.

Talking about the importance of allowing the student to be creative, Kunz, (1998 apud MEDEIROS, 2007, p. 193), States that:

Table 1: Conceptions about curriculum.

<table>
<thead>
<tr>
<th>Design Curriculum</th>
<th>Objective</th>
<th>Teacher-student Relationships</th>
<th>Methodology</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive development</td>
<td>Intellectual autonomy</td>
<td>Teacher encourages to make significant knowledge</td>
<td>Generate problem situations</td>
<td>Troubleshooting</td>
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<tr>
<td>Academic relationships</td>
<td>Acquisition of knowledge and proven values</td>
<td>Student receiver / teacher responsible</td>
<td>Content presentation in exhibitions</td>
<td>Periodic exams</td>
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<td>Personal relevance</td>
<td>Adjustment of a student as an individual</td>
<td>Students must be aware of freedom - teacher facilitator</td>
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<td>Social reconstruction</td>
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<td>Teacher and students have common responsibilities</td>
<td>General critical view of the historic approach</td>
<td>Action</td>
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Capacity building through training of skills so that they can not only participate as actors of this culture [...] But to build it and rebuild it, as potential inventors, that is, they should be able to learn how to cut the fabric that is made up of the world [...] makes up this culture.

Another strategy that is widely used in universities concerning the dialogue between teachers and students, and according to Grillo and Lima (2008), states that the dialogue has the ability to approach and reflection of solidarity by bringing together teacher and student around the common Act of learning, and this facilitates the teaching concerning the knowledge, experiences, and the needs of students with a group that is working.

The above authors also point out that the presence of teachers and students, with similarities, economic and socio-cultural differences in the exercise of dialogue, causes narrowing of mutuality character of the same, and strengthens the desire to learn, and the awakening of this desire as a condition to the completion of education (GRILLO and LIMA, 2008).

The student teacher relationship provides the mutual knowledge, and the teacher gets to know the lives of students and to understand the needs of the same, including the aspects related to students’ motivation for studies.

Corroborating this, Almeida (2012, p. 15) states that:

*When you know the motivational orientations of their students, that is, when you go beyond what he observes in the general context of the classroom, the teacher is faced with numerous alternatives to deal with the problems arising from lack of motivation.*

When dealing with these problems the teacher will provide greater intellectual and cultural growth of their students and assist in the learning process, facilitating the assimilation of the contents, so that the student can store enough information and essential to the performance of its function as a future professional.

Talking about how to store knowledge, Ausubel, Novak and Hanesian, (1980, p. 53), claim that "the storage of information in the human brain is highly organized, forming a conceptual hierarchy in which the specific elements of knowledge are linked (and assimilated) to more general and inclusive concepts [...]”.

The information store is key to the future and that future professional education should offer bases that promotes quality training, so that the right to know Act in various situations.

However, Petijean (1988 apud GRILLO and LIMA 2008, p. 57) state that:

*A teaching program only have vitality by the way how is submitted to the mediation process teaching by the teacher. He needs to take responsibility for making such a program a reality, you want to learn to do it by showing students the meaning and utility of being presented for him to learn. It’s not enough, the professor still prescribe what needs to be done; It takes competence to assess these requirements and you’re aware of specific issues for which these requirements shall be temporary solutions, but necessary.*

Complementing, Marie (2011, p. 01) states that: "it is the duty if update, is a must pay interest, is to be responsible [...] is should be an educator".

There is an urgent need to emphasize the importance of technology such as: microscope, overhead projector, notebooks, tablets, among others, as a facilitator of the teaching-learning process in the upper courses, and by means of the same class is more attractive, awakens the interest of academics for the contents presented.

In this perspective, it should be noted that the use of technology is important, but you must be careful with the use of these technological instruments, since misuse can offer risks to education. According to Nowadays (2011, p. 46).

It is an illusion to conclude that the existing technological potential, while a more technique to be used in the classroom, will solve all edges and/or educational problems. The meaning and use of the technique will depend on contexts, of the uses and objectives.

After consideration of the pedagogical practices in higher education, it is important to highlight aspects relating to the evaluation of pupils, however (GRILLO and LIMA, 2008, p. 07) call attention to the way in which the evaluation takes place, since depending on the method of evaluation used the result may not be real.

According to Grillo and Lima (2008, p. 70), warn that:

*It is known that all learning, whether cognitive, emotional nature or social, need to be evaluated by the teacher and their results communicated to students through appropriate expressions. However, not all of these are in translation learning note or concept.*

Evaluation is important for the teacher to know how is the learning process of the student and the professor through the evaluation can make your planning and adapting lessons according to the needs of the students.

According to Gallahue and Donnelly (2008, p. 285): “Teachers and specialists assess continuously their students, both through formal means such as through informal means. They adjust and review constantly their classes to facilitate learning.

This careful in updating content and parsing classes is extremely important to the learning process of the academic, because it causes the content to be developed is in constant adaptation to the needs of the University class.

In a globalised world and extremely competitive, it is important that the University worry about the College student, and promotes conditions for their comprehensive development, in an attempt to develop the potentialities to the maximum, so that the scholar can achieve your level of personal excellence and be professionally prepared for an active role in demanding society (Smith, 2010).
In conclusion, it is important that the educational processes used are always developed with the aim of achieving the objectives related to the student’s learning process, and prepare him for the professional market.

3. Final Considerations

Over time, many institutions have emerged, and a large number of them were created in order to meet a large number of students, as a result the quality of the courses was compromised, as the number of teachers trained showed reduced. Since then the number of higher institutions has increased significantly.

However, through this literature review study, it was found that higher education has faced some difficulties. Among the difficulties diagnosed between the lines of literature, it should be noted that part of the scholars who are joining in the upper courses is disinterested and consequently the quality of education is compromised.

It was noted also that many institutions do not offer adequate support to teachers so that they give their classes so that the contents are valued and awaken the interest of academics. It was evident that some teachers are not prepared to teach; and, it is important to note that what is being addressed is the teaching and its practice, and not the ability of the clinical psychologist in the exercise of their profession.

Note that it is important that the Government look at higher education institutions with greater interest, as currently these institutions allow a very large range of individuals professionalize, collaborating with the cultural and intellectual growth of the country, and has the task to prepare future leaders to take the chairs of the Senate and even the Presidency.

It is believed that this work has achieved its goals, as pointed out factors that are interfering in the process of higher education raised in the literature on pedagogical practices aspects in higher education; and pointed out the difficulties faced by teachers in higher education.

This work is expected to arouse the interest of other scholars in understanding this issue, so that through these studies, the graduate can receive greater attention, and consequently better prepare professionals to act with responsibility and to act for the benefit of society.

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