



RESEARCH ARTICLE

BRAZILIAN HIGHER EDUCATION: CHALLENGES AND POSSIBLE PEDAGOGICAL STRATEGIES DURING COVID-19 PANDEMIC

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ABSTRACT

The current emergency measures facing the pandemic by COVID-19, including social distance, Brazilian higher education institutions needed to recreate themselves, in a short period of time, to offer students, not only classes, but a model of tool that could quickly and easily access enough relevant knowledge to university students learning within legal procedures. The challenge goes beyond the academic universe, because the appropriate choice of tools that manage to keep the interest of the university student, in front of several other competitive elements of entertainment that are presented in the various social networks, are situations that are not always managed to achieve the same level of attention and competitiveness of an Instagram or Facebook. Misconceptions have been disseminated and necessarily clarified, as there is no valid substitution of theoretical elements for curricular practices, as these have the essential objective of preparing students for the job market and guiding students towards their professional activity. It is important to minimize losses and keep the graduate competitive for the job market, seeking strategies that can overcome the difficulties related to academic knowledge acquired in an alternative way, but that still ensuring the reach of an ethical, respectful, broad and reflective training for this professional who will leave the academic universe with a new look at the world, and willing to overcome new paradigms and challenges.

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INTRODUCTION

In view of the current emergency measures facing the pandemic by COVID-19, including social distance, Brazilian higher education institutions needed to recreate themselves, in a short period of time, to offer students, not only classes, but a model of tool that could quickly and easily access enough relevant knowledge to university students learning within legal procedures. Such rules of social distance were the basis for decision-making at Brazilian Ministry of Education (MEC), when the suspension of school activities was determined, at all levels of education, through the ordinances of MEC number 343 and 345, where the institutions would have as alternatives

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the substitution of theoretical classroom subjects by remote or distance activities, except for laboratory and curricular internship activities, which must be kept suspended until the rules of social isolation are removed. The Ministry of Education does not establish limitations for the processes of carrying out theoretical content and evaluation processes, precisely because they understand that this moment is an exception and because we are in a situation of sanitary crisis, where strategies must be sought for the fulfillment of all processes students, ensuring student access to all services offered. The understanding about the differences between these two modalities is very important for the moment, as it brings contractual and attitudinal consequences. Both use information and communication technology tools as mediators, but differ in their legislation, where distance education is regulated by Decree 9057/2017, clearly defining that distance education

occurs in different places and times, considering the relationship between teachers and students. The remote activity, on the other hand, presents a greater range of alternation between these elements, in such a way that it is possible to affirm that all remote activity is a remote activity, but the opposite is not applicable. One of the important aspects of this distinction is the contractual aspects; the current legislation of the MEC allows Brazilian institutions to adopt up to 40% of their workload carried out in a distance format, and it is recommended that this possibility be provided for in educational service contracts, in the case of private institutions, so that characterized as alteration of the contracted service without the student's agreement.

MATERIALS AND METHODS

The present manuscript is the result of a bibliographic review of the most recent works on the pedagogical processes after COVID19 in Brazil.

RESULTS AND DISCUSSION

The challenge goes beyond the academic universe, because the appropriate choice of tools that manage to keep the interest of the university student, in front of several other competitive elements of entertainment that are presented in the various social networks, are situations that are not always managed to achieve the same level of attention and competitiveness of an Instagram or Facebook; therefore, the quality and variety of the methodological strategies chosen must be sufficient for the university student to adhere, either on a computer screen or via cell phone.

When providing the possibility of substituting the face-to-face classes, MEC emphasizes that the hours provided in the pedagogical project, as well as the contents of the curricular units must be fully met, and this determination must in fact be guaranteed to the student. Actually, changes in the health emergency situation we are experiencing is the way in which these services are being delivered. In order to achieve best results, it is necessary to look for strategies that can contribute to the minimization of the damages caused by the absence, and that include social, educational and methodological measures. The vast resources we have to expand the possibilities in the teaching-learning axis can collaborate in an essential way to maintain the student's motivation, but it is important to highlight that the remote classes have pedagogical strategies that need to be revisited, there is a need for more targeted classes where the students feel an integral part of the class, digital platforms can assist in this matter where chats can be the channel of interaction and spaces for mobilization, digital games can favor a greater connection between teacher and student as it will allow interactions to be more meaningful. In view of this scenario, higher education institutions need to seek solutions that hover between remote activities and distance activities, whose essential differences need to be understood by everyone involved in the academic universe, with the teacher being in charge of addressing the doubts and anxieties of his students. , who do not necessarily dominate information technology. Access conditions are very variable considering the urban or rural location, but the access of technology to low-income students cannot be neglected. Pedagogically the lesson planning should be the main milestone for successful results,

since there is no longer a physical classroom to keep the student in the teaching environment, remote, recorded classes and other resources become the current options. Thus, a planning focused on the achievement of the proposed objectives, classes focused on the student's learning considering in the new class space the digital platforms, integrating this teaching environment into their family environment, with the understanding that in this space the teacher needs to leave of traditional routines and move towards the search for active methodologies, where students are protagonists of their learning, and thus will remain more motivated to connect at the time of the class, and can even carry out interactions and participate in discussions in real

One of the delicate points in the current teaching mode is the curricular internships, which need to receive due attention. Misconceptions have been disseminated and necessarily clarified, as there is no valid substitution of theoretical elements for curricular practices, as these have the essential objective of preparing students for the job market and guiding students towards their professional activity. Some professions are regulating the use of teleworking, and provisional measure 927, which outlines various flexibilities in working relationships, says that this tool can be applied to the internship and its consequent learning. In this way, it seems reasonable that some situations are contemplated with this format, in the case of the professions that are being conducted in this way, considering the call center and other approaches linked to telework, such as the use of virtual laboratories. In this case, it is necessary to ensure the effectiveness of the supervision, where the internship supervisor monitors the technical quality of the products generated by this modality.

Internship practices disconnected from the professional world will not serve the basic purpose of such professions. This graduate, upon receiving his professional license, must be able to exercise his activities in an ethical manner, with quality and autonomy, these being the final objectives of the internship practices. For those professions where there is a need to establish face-to-face relationships, it is necessary to wait for the distance rules to be suspended, so that there is a full return from the internships, where the institution must prioritize the return of its students safely, in a responsible and careful manner, where dialogues between educational institutions, professional councils and health agencies are predictive of the return to controlled normality. We must not forget that we are faced with a market in constant evolution and with the insertion of new forms of professional practices, and the guarantee of the insertion of an updated graduate with the context of his reality expands his possibilities for a full and ethical exercise of his skills.

In this sense, the planning of active learning in the context of social isolation and pandemic had to ally with mobile technologies and imposed important challenges for teaching and learning. In some way, the implementation of a hybrid kind of education has already been seen in Brazil. It is not a new fact that it has already been argued that learning should have student protagonism as its main objective, where the stages of the educational process were fundamentally based on student experimentation - teacher guidance. It was up to the teacher at this moment of uncertainty to remodel his approach technique, as he was formatted for a canvas that plastered his wanderings

in the room, but did not hinder his creativity, which emerged fully and dynamically through the use of active methodologies such as games, competitions and indication of books, videos and films and presentations that gradually contribute to the improvement of online teaching and enchant their students. The teacher now, in addition to preparing his class, is also concerned with investing in a scenario: the superhero figures on the bookshelf, the demonstration of his vast library in the background, the team's mug, everything that helps to hold attention and strengthen relationships with your listeners. Connecting students, teachers and parents during the pandemic has been a strategy that strengthens human relationships and maintains care and challenges during the period of social detachment.

Conclusion

Considering so many restrictions that escape from the domains of educational institutions, it is important to minimize losses and keep the graduate competitive for the job market, seeking strategies that can overcome the difficulties related to academic knowledge acquired in an alternative way, but that still ensuring the reach of an ethical, respectful, broad and reflective training for this professional who will leave the academic universe with a new look at the world, and willing to overcome new paradigms and challenges.

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