

THE INTERPERSONAL RELATION TUTOR-STUDENT FROM THE PERSPECTIVE OF MAURICE TARDIF: A THEORETICAL REFLECTION*

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ABSTRACT: This study is focused on the Interpersonal Relationship between tutors and students, emphasizing the interaction between these actors and its importance as a determining factor for professional education. The objective of this proposal is to reflect on this relationship, considering its influence on the pedagogical, social and cultural aspects of the teaching-learning process, exploring a theoretical perspective by Maurice Tardif on Knowledge and Human interaction. A strong, authentic and truthful exchange leads to the development of interpersonal skills, which is a component of social life, and acts in favor of mutual benefits in education and professionalization.

DESCRIPTORS: Tutors; Interpersonal relationships; Teaching-Care integration services.

A RELAÇÃO INTERPESSOAL PRECEPTOR-EDUCANDO SOB O OLHAR DE MAURICE TARDIF: REFLEXÃO TEÓRICA

RESUMO: O objeto deste estudo consiste no Relacionamento Interpessoal entre o preceptor e o educando, enfatizando a interação desses atores e a importância da mesma como fator determinante para a formação profissional. A proposta tem por finalidade refletir sobre essa relação considerando a influência dela nos aspectos pedagógicos, sociais e culturais do processo de ensino-aprendizagem, explorando uma perspectiva teórica de Maurice Tardif acerca dos Saberes e da Interação humana. Um intercâmbio forte, autêntico e veraz proporciona o desenvolvimento de habilidades interpessoais, que é um componente de vida social, e atua em prol de benefício mútuo na formação e na profissionalização.

DESCRIPTORIOS: Tutores; Relações interpessoais; Serviços de integração docente-assistencial.

LA RELACIÓN INTERPERSONAL PRECEPTOR-EDUCANDO BAJO LA VISIÓN DE MAURICE TARDIF: REFLEXIÓN TEÓRICA

RESUMEN: El objeto de este estudio abarca la Relación Interpersonal entre el preceptor y el educando, enfatizando la interacción de esos actores y la importancia de esta como factor determinante para formación profesional. La propuesta tiene la finalidad de reflexionar acerca de esa relación considerando la influencia de ella en los aspectos pedagógicos, sociales y culturales del proceso de enseñanza-aprendizaje, explorando una perspectiva teórica de Maurice Tardif acerca de los Saberes y de la Interacción humana. Un intercambio fuerte, auténtico y veraz proporciona el desarrollo de habilidades interpersonales, que son componentes de vida social, y actúa en favor del beneficio mutuo en la formación y en la profesionalización.

DESCRIPTORIOS: Tutores; Relaciones interpersonales; Servicios de integración enfermo-asistencial.

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INTRODUCTION

Knowing how to relate is one of the challenges tutors face and the work process, linked to the educative commitment, demands the development of didactical-practical partnerships for the solution of interpersonal conflicts and daily coping in the profession. In that sense, the tutors monitor and instruct the students in their daily experience of professional practice.

According to Ministry of Health Ordinance 1000/05, tutors develop teaching-care supervision, organize the learning process and orient the students. And, for this practice, they should have at least three years of experience in the qualification area or hold an academic specialization or residency degree⁽¹⁾.

The social relations can be understood as a healthy conflict of knowledge between people, which contribute to reflect individual postures and decision making, triggered by daily work experiences the individuals are exposed to and, consequently, to the solution of problems in their professional sphere through the legitimation of each knowledge gained in the course of life⁽²⁾.

It is in social life that one needs to visualize the other, and that permits cooperative development, also working on self-assessment. Hence, social beings should be prepared for reflection and criticality, so as to decide on how to act in different life and work circumstances⁽³⁾. This behavior enhances the construction of knowledge⁽⁴⁾ through experience exchange and this reciprocity entails significant learning, learning how to learn.

Thus, the relation tutor-student is defined as a barter transaction, favoring a personal development plan for both, in which the tutor stops being a mere active subject and also learns, grows and gains maturity in the contact with the student. The role of educators is considered to go beyond the teaching function, their action involves counseling, inspiring, influencing, motivating, encouraging and driving towards the development of less experienced people⁽⁵⁾.

In view of the above, the objective in this study is to provoke a reflection on the interpersonal relationship tutor-student, as both as independent individuals, whose main dimension is the development of mutual learning, focusing on this process from Maurice Tardif's perspective

on knowledge and human interaction, and the influence of this relation on the pedagogical, social and cultural aspects of the students' teaching – learning process⁽⁶⁾.

THE TUTOR-STUDENT RELATION AND ITS CORRELATION WITH THE TEACHING-LEARNING PROCESS

According to Paulo Freire, the search for the pedagogy of liberation involves the true overcoming of traditional education conceptions, such as the student's passive role and the anti-dialogue, which the author calls banking education, since the student is considered a deposit of information coming from the teacher. This traditional pedagogy still influences the pedagogical practices. Through the verticalization of the relationships, empathy and the natural approximation between tutors and students are deconstructed, which interferes in the interaction between these two actors, and possibly in the production of knowledge⁽⁷⁾.

The teachers should make sure to maintain a healthy relationship with the students, underlining its productive nature, incorporating positive practices, with a view to adding values, aiming for the authenticity, trust, respect and understanding of the human beings, making them reflect, a posture that needs to be provoked and encouraged in the students⁽⁸⁾.

By taking the students into a scenario of live experiences, the tutors gain the role of facilitators. Nevertheless, the tutor-student relation is not only focused on the execution of professional practices, on the opposite, it receives strong influence from personal interaction, in the sense of giving human support, maintaining co-accountability in learning, promoting situations that stimulate the construction of knowledge itself and of professional postures⁽⁹⁾.

In a team, interpersonal relationships should be based on ethical, technical, individual and interpersonal competences, as one needs to deal with the other in the construction of work with human beings, whose improvement leads to levels of overcoming in the solution of group conflicts and makes the attitudes more effective, preparing both tutors and students for situations of adversity⁽¹⁰⁾.

The strengthening of the relations based on truthfulness and lovingness involve the dialogue between the subjects. After all, dialoguing is more than a simple conversation, the dialogical nature of the relation between tutor and student is a differential in the interaction between these individuals and serves as a fundamental attribute in the teaching-learning process, also favoring the critical-reflexive education that shows a more problem-solving professional practice⁽¹¹⁾.

In their practice, although they do not belong to the academy, the tutors have a closer, more intense relation with the students and permit contact with new experiences, as well as the students' socialization with the work environment, demonstrating concern not only with the aspects of the teaching-learning process, but also of personal development⁽¹²⁾.

THE HUMAN INTERACTION PROPOSED BY MAURICE TARDIF AS A LINK OF THE INTERPERSONAL RELATIONSHIP

In his writings about teachers, Maurice Tardif discusses the new professionalism. Although his work is focused on teachers' daily reality, he turns his look at tutors, whose function is also teaching and who, sometimes, gain co-responsibilities with the teachers⁽¹³⁾.

Tardif defines interactive work as one of his guiding wires, in which workers basically relate to their work object through human interaction. Knowledge is linked to powers and rules mobilized by the social actors involved, besides being associated with factors like: values, ethics, technology of interaction, which build knowledge and support know-how⁽¹³⁾.

The construction of bonds of confidence and respect between tutors and students rests on what Tardif defines as the subjectivity of the social actor, which should be taken into account, as knowledge is linked to specific factors of the tutors' daily practice, who should be considered as subjects who own, use and produce knowledge specific of their craft. Therefore, reflections are needed on these tutors' subjectivity in order to understand their interaction with the students⁽¹³⁾.

Relating based on a true interaction permits the development of interpersonal skills, which are components of life in society, and which help to work in favor of mutual benefits. The tutors permit

the construction of these skills and, consequently, the students tend to be reciprocal, developing them in a way that is appropriate to the profession⁽¹⁴⁾.

The knowledge between tutors and students is considered as a social aspect, based on individual and collective factors that interfere in how to teach. Therefore, human interaction should not be seen as an isolated factor in the construction of pedagogical practice, as there exists a driving relation between tutoring and interactive work.

The affective relation between the work object and who performs it, and the affective dimension in this context, is important due to the biopsychosocial nature as, in a relation between human beings, considering the work object as the being, an emotional component is clearly manifested between the subjects involved. After all, all beings are complex and entail their peculiarities, which go beyond the technical aspects of the profession⁽¹⁴⁾.

The experience-based knowledge is key to the tutor-student relation and to the teaching-learning process, as experience itself can be considered as spontaneous learning. Besides the experience of professional life, the tutors also bring their history, which is as important as the work situations, as well as their disciplinary, curricular and personal knowledge⁽¹⁵⁾.

The interaction technologies without enforcement and authority provoke knowledge related to respect for human beings and also for experience-based knowledge, involve experience and, at the same time, the construction of reciprocal relations between who teaches and who learns, that is, tutors and students share both roles and together strengthen true praxis in the teaching-learning process.

Interactive work contributes to advance in significant learning, in view of the favoring of knowledge production and the development of the knowledge mobilized in the tutoring practice, which can propose changes in pedagogical practice. The tutors and students resist the adverse situations of the work process and, from that point, develop mutual help and build partnerships.

FINAL CONSIDERATIONS

The tutor-student relation is a significant theme for continuing exploration, demanding reflection and self-assessment, besides the commitment to

look at the other. In the attempt to understand this interaction and considering the knowledge by Maurice Tardif, an important perspective on the role of teachers in the students' teaching-learning process is observed, and on the need for tutorship with a stronger interpersonal bond in order to favor theoretical-practical education.

The learning process can then be influenced by the tutor-student relationship, as relating with the other interferes in the behavior, in learning, in the posture, in the apprehension and construction of knowledge.

The proposal by Maurice Tardif underlies the need to relate and the reason for relating well, as the interaction between tutors and students brings interactive work as a way to strengthen the group, besides ethical, social and professional issues. Investments in this relation are needed, so that the development of interpersonal competences needed for each profession is mediated by criticality, creativity, collegiality, teamwork and, consequently, so that better professionals will be working for the benefit of the community.

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