

## Teaching, research and extension: the principle of indissociability in universities and its contribution in the formation of new researchers in health

Nazaré Otilia Nazário

**Abstract:** The Constitution in force in Brazil imposes on universities the principle of indissociability between teaching, research and extension. Teaching, understood not as the transfer of knowledge, but as the creation of possibilities for its construction. Research, understood as the investigation done on some phenomenon, seeking answers to certain doubts, i.e., the production of knowledge supported by the triad doubt, theory and method. Extension, as the way to experience the teaching-learning process beyond the limits of the classroom, with the possibility of articulating the university with society, in an enriching exchange of knowledge and experiences. The extension aims to disseminate the knowledge acquired and produced, taking it close to the population. Constructivist theories advocate the substitution of teaching methodologies centred on the teacher as a transmitter of knowledge for student-centred methodologies that allow the development of their critical-reflexive capacities, with the teacher as a facilitator of the learning-teaching-learning process. In this theoretical assumption, the production of knowledge would be the result of the construction that takes place in sociocultural and environmental relations, during the formation process. Integration into the teaching-learning process of this constitutional principle is a basic premise for the full development of students, besides being decisive for stimulating the production of knowledge, based on the actual health needs of society, with the student as the central agent of his own formation. That is, in the context of active methodologies that makes the student protagonist of that construction in favour of a meaningful learning, able to produce and make sense in his/her personal, educational, institutional and professional life through action-reflection-action. That construction is possible to the extent that the student in the health area appropriates criticism and reflection to account for the health needs of the population during the formation trajectory. Faced with the tension between the traditional model of teaching and the growing appreciation in the production of new knowledge, the concern of universities with their social role is intensified. The definition of concrete ways for education to take place from the constitutional teaching-research-extension tripod is fundamental for the development of scientific research and academic investment in the training of new health researchers. The medical course of the University of Southern Santa Catarina has implemented proposals based on this constitutional principle. An example of this is the creation of a structural design in the area of Gynaecology and Obstetrics<sup>1</sup> to work curricular contents from clinical and social interests, which ends up contributing to the formation of new potential health researchers.

**Keywords:** teaching, research, extension

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<sup>1</sup> Professor at the Medical Course and Master Student in Health Sciences of the University of Southern Santa Catarina. Palhoça/SC-Brazil.