

The role of curricular stage supervised in teaching training in the area of natural sciences: conceptions of trainees regarding the practice of teaching

O papel do estágio curricular supervisionado na formação docente na área de ciências naturais: concepções dos estagiários quanto à prática de ensino

El papel de la práctica curricular supervisada en la formación docente del área de ciencias naturales: concepciones de los practicantes con relación a la práctica de la enseñanza

Youry Souza Marques² 

Flávio Popazoglo³ 

1

Abstract: This article approaches the Supervised Curricular Internship of the Degree Course in Biological Sciences of the Federal University of Uberlândia. It aimed to give due attention to the speeches of undergraduates who have completed internships in certain schools in Uberlândia, and to relate the main themes prioritized by them in order to deepen the understanding that interns have about various practical aspects of the internship, discussing aspects of how the internship is held at school. It is a qualitative research of explanatory nature, which seeks to understand what occurs in the school space as well as in the relations between university and public school, therefore in the present study we used the Discursive Textual Analysis (DTA). In this way, it was possible to identify five categories that emerged from the analysis: valorization of the practice; obstacles encountered; conflicts; overcoming; reflections and practice assessment. With this, the study indicates the exercise of reviewing practices and models, in order to contextualize the teaching work and the school in a reflective way.

Keywords: Supervised internship. Teacher training. Teaching practice.

Resumo: Este artigo aborda o Estágio Curricular Supervisionado do Curso de Licenciatura em Ciências Biológicas da Universidade Federal de Uberlândia. Objetivou dar a devida atenção aos discursos dos graduandos que realizaram estágios em determinadas escolas de Uberlândia e, assim, relacionar as principais temáticas priorizadas por eles de forma a aprofundar a compreensão que os estagiários possuem sobre diversos aspectos práticos do estágio, discutindo aspectos de como o estágio é realizado na escola. Trata-se de uma pesquisa qualitativa de caráter explicativo que busca compreender o que ocorre no espaço escolar, bem como nas relações entre universidade e escola pública, por conseguinte, no presente estudo, empregou-se a Análise Textual Discursiva (ATD). Dessa forma, foi possível identificar cinco categorias que emergiram da análise: valorização da prática; obstáculos encontrados; conflitos; superação; reflexões e avaliação da prática. Com isso, o estudo indica o exercício de rever práticas e modelos, de forma a contextualizar o trabalho docente e a escola de modo reflexivo.

Palavras-chave: Estágio supervisionado. Formação docente. Prática de ensino.

Resumen: Este artículo aborda la Etapa de Práctica Docente Supervisada del Curso de Profesorado en Ciencias Biológicas de la Universidad Federal de Uberlândia. El objetivo de esta supervisión era dar la debida atención a los discursos de los graduandos que realizaron pasantías en determinadas escuelas de Uberlândia, y así relacionar las principales temáticas priorizadas por ellos, para profundizar la comprensión que poseen sobre diversos aspectos de la práctica, discutiendo aspectos de cómo esta se realiza en la escuela. Se trata de

¹ **Submitted:** 08 Mar. 2019 - **Accepted:** 18 May 2019 - **Published:** 10 Aug. 2020

² Federal University of Uberlândia (UFU) – Email: yurysmsm@gmail.com

³ Federal University of Uberlândia (UFU) – Email: fpopazoglo@gmail.com

una investigación cualitativa de carácter explicativo que busca comprender lo que ocurre en el espacio escolar, así como en las relaciones entre universidad y escuela pública, por consiguiente, en el presente estudio se empleó el Análisis Textual Discursivo (ATD). De esta forma, fue posible identificar cinco categorías que surgieron del análisis: valorización de la práctica; obstáculos encontrados; conflictos; superación; reflexiones y evaluación de la práctica. Con ello, el estudio indica el ejercicio de revisar prácticas y modelos, de forma a contextualizar el trabajo docente y la escuela de un modo reflexivo.

Palabras clave: *Práctica supervisada. Formación docente. Práctica de la enseñanza.*

Introduction

The Supervised Curricular Internship (SCI), a curricular component in teaching courses, provides a great enrichment in intellectual, social, and professional formation process of the student. For many, the first contact with school (future field work) occurs through the internship. According to Neto *et al.* (2005), educational practices are significant and, therefore, the SCI proves to be important in the context of professional development. The adversities of the teaching profession, with its situations, problems, conflicts, and practical reality appear as a watershed for the intern that still does not know for sure if the teaching pathway suits him. Therefore, the SCI has a value both for a general professional formation, and in the development and choice of a professional profile related to teaching.

In Brazil, the current Law n. 11.788/2008 regulates the students' internships, defining them as an education activity that aims to prepare the teaching degree student to learn necessary competencies to the professional life and contextualizes the curriculum (PIMENTA; LIMA, 2012).

The recommendation n. 21/2001 of the National Council of Education (BRASIL, 2001, p. 10-11) defines the SCI as a:

[...] time of learning that, through a period of permanence, someone who takes time in some place or craft to learn the practice and, then, can exercise a profession or a craft. Hence, the internship supposes a pedagogical relation between someone who is already a known professional in a work institutional environment and an intern [...] it is the moment to implement a process of teaching/learning that will become concrete and autonomous when referring to the professionalization of the intern.

The intern should, then, realize the place of future professional performance not only as restricted to teaching or conveying information activities but also as a place of feedback, where it is also possible to learn.

In this perspective, it is noticeable at the moment of the internship the possibility of creating bonds among this process' actors: interns, internship's **supervisors** and **advisors**¹, and the field-school itself. These bonds, in many contexts, culminate in a significant process of learning. According to Ghedin, Almeida and Leite (2008, p. 69) we realized that:

The internship experience offers to supervisor teachers and to students the opportunity of a deeply enriching academic coexistence. This coexistence is favored, especially, by the dedicated hours to monitoring students at school and by the time allocated to individual research advising.

The comprehension of the existing relation between theory and practice contributes to the development of a good work in the scholar environment. However, it depends overall on the subject actions, their values and sentimental attributes, and even the way of relating to students and institution. The separation between theory and practice results in the conception of a division between manual and intellectual work, being the specialists responsible for thinking and elaborating all the intellectual job of planning conception while the teachers are busy with practical and manual activities.

To Pimenta and Lima (2004), it is necessary to bypass this division to grant a full training aiming to form a reflexive individual: a teacher capable of performing the exercise of thinking over his practice. However, according to these authors, the teacher needs substantiated bases of scientific knowledge to reflect his practice, that is, bases supported by scientific knowledge that allow the understanding of all historic, social, cultural, and organizational context in which the teaching activity occurs. By principles of observation, research, and degree of involvement with planning and execution of different pedagogical activities bond to education, it is possible to realize the internship is, notoriously, one of the academic life steps of greatest importance (TARDIF, 2002). This process of building knowledge and developing conceptual, methodological, and behavioral skills in the articulation of theory-practice in the classroom makes the intern observe the teaching activity in a different way, not only as a student but also as a future teacher.

Changes in teaching conceptions and new demands in Brazilian education reflect in most part in teaching formation over the last few years. These changes resulted in public politics, such as curricular guidelines aimed at teaching courses. The courses went through many accentuated changes, mainly those regarding practices in scholar area and mandatory curricular internship. One of them is the workload that is currently composed of a minimum of 400 hours.

The present study arises from the need of understanding the curricular proposal in its practice. The internship set as a course within a curricular framework results in determined schedules that, most of the times, do not follow the school-field internship. Supervising teachers do not have exclusive schedules to assist interns, neither have a lot of available time. In this scenario, old issues, despite renovations, are still current and the internship, as it was conceived in the pedagogical proposal, differs from its implementation. Interns frequently ask the way the internship is done in school and, even though there is a pedagogical goal that directs the actions, it can go unnoticed in activities' development.

Thus, a project was devised aiming to identify the interns' conceptions regarding the internship both in terms of goals and relevance to teacher training, as well as practice in school and the role of each involved subject. The main objective of this project is to investigate the interns' conceptions of the practical activities developed, discussing the ways the internship is accomplished in a school in an attempt of listing the main prioritized themes in interns' speeches and relate them to SCI and their relevance to the formation. Such perspectives are problematized in a way of guiding possible pedagogical proposals for the accomplishment of the internship.

Methodology

It is a qualitative research, based on files created during the internship, such as reports and memorialsⁱⁱ written by the interns, observations and records made by the advisor, and interviews with the undergraduates. It is also an explanatory research study (MOREIRA; CALEFFE, 2008) since it raised interns' understandings on the developed activities at school, relating them to possible internship conceptions and the teaching profession.

Research Subjects

Two groups were selected for the research, the **first** was monitored throughout the internship activities, and the **second** took part in a recorded interview.

Frame 1. Groups involved in the research.

Group	Members	Description	Goal
01	10	Evening undergraduate students that did the Supervised Internship II in 2017. These students developed their pedagogical practices in municipal schools in the city of Uberlândia - MG. The monitored groups in both schools belonged to Youth and Adult Education (YAE). The interns could execute their practices in classes from the sixth to the ninth year of Elementary School.	Monitoring at school-field
02	6	Full-time and evening undergraduate students with some internship experience, that is, having attended at least some of the supervised internships or all the internship courses.	Recorded interview

Source: Prepared by the authors.

Students from both groups belonged to the Biological Sciences course at the Federal University of Uberlândia (UFU).

“Supervised Internship II” Monitoring

Students were regularly enrolled and belonged to distinct evening course periods, including different syllabus (pedagogical project prior to curricular renovation), however, the majority was composed by ninth period undergraduate students of the current syllabus.

The main goal of this monitoring was to understand the internship structure, the proposal for activities' development, observation of interns' routine to familiarization and verification of the internship school-field to **help the further analysis and interviews' interpretation.**

It was not possible to monitor all accomplished activities, however, besides the records during observations, we could use other files: subject matter sheet, internship

teaching plan, texts with orientations of elaborated activities by the advisor, and memorials.

Interview

A direct and recorded interview was made because according to Triviños (1995), the recorded interview is valid by the coverage of the collected content informed by the interviewee and that, likewise, completes their ideas and improves their settings at the moment. The use of recordings obtained during the research was previously authorized by the interviewee.

The interview was made based on a semi-structured script. As stated by Triviños (1995, p. 17):

The semi-structured interview, in general, is the one that starts from some basic questions based on theories and hypotheses that matter to the research and that, then, offer a wide field of issues, derived from new hypotheses that arise as answers from informer are obtained. Thus, the informer, following spontaneously his train of thought and experiences within the main focus suggested by the researcher, starts to participate in the preparation of the research content.

To analyze the undergraduate students' speeches, they were identified with the letter "A" followed by a sequential number to keep the participants anonymous. During the research time, all of them had already taken the Supervised Internship I, and had completed, were taking or not one of the internship courses, according to Frame 2.

Frame 2. Supervised internship stage in which the interviewee was.

Subjects	Supervised Internship II	Supervised Internship III
A1	-	-
A2	ongoing	-
A3	ongoing	-
A4	ongoing	-
A5	completed	ongoing
A6	completed	ongoing

Source: Prepared by the authors.

For the analysis, the qualitative methodology was used. This kind of methodology is necessary to understand the environment through the careful and interpretative reading of the phenomenon to be studied. According to Lakatos and Marconi (1985), the process and its meaning are the focus of the approach for this type of methodology allowing a reality approximation.

Discursive Textual Analysis

The performed interviews were transcribed, and the written texts constituted the

analysis body. The Discursive Textual Analysis (DTA) was used after Moraes (2003). As a proposal, it is based on two worthy forms of qualitative research: content and discursive analyses (CONZATTI; DAVOGLIO, 2017). The technique is composed of three initial steps: unitizing of ideas in the analysis body, categorizing these unities, and building of interpretative metatexts. It is valid to pinpoint that we did not seek *a priori* definition of categories, based on analyses and/or diverse theories related to the research theme, preferring emergent categories.

Results and discussion

Based on opinions issued by the interns, achieved through the **interview**, some interns' perceptions on the SCI were raised, promoting specific reflections that communicate with the internship and teaching training.

Indeed, the accomplished analyses allowed the elaboration of five categories that relevantly convey what interns think about the internship: **practice valorization; found obstacles; conflicts; overcoming, and practice reflections and evaluation.**

Practice Valorization

Such category shows that interns highlight in their speech the relevance of internship due to its essentially practical nature. The intern values distinctly the accomplished practical activities at school as the experience in this environment allows them to know relevant aspects of its functioning: "To have this contact with the class, students, teacher, how the teacher behaves in the classroom, and other various situations" (A1)ⁱⁱⁱ.

He understands the need of allocating time and effort for its accomplishment and it demands dedication: "The student [intern], he has to go after it, he needs to resolve issues" (A1).

The undergraduate students list specific situations of this practice as important and that should be valued. They recognize specific goals of some steps and/or practical activities developed by them. They perceive these experiences within an internship planning context in a way that the practice is understood as a unique and singular opportunity. The student A6's answer is well suited to what was explained:

You will teach classes that you have always dreamt of, so, those classes that you have never had but you always wanted to have or those you always wanted to teach but never had the opportunity. This is the chance! This is the chance of putting into practice everything, all the ideas that come to your mind (A6).

Although the undergraduate students acknowledge the relevance of internship in their formation, it is important to analyze the proposed activities' plan for the internship and its relation to the activities effectively developed by the interns in the school-field. That is, were the proposed goals achieved? Were the proposed activities developed during the internship at

the school? Are there any changes needed?

Found Obstacles

Many issues were raised by the interns as difficulties for the teaching practice. Some during the step of monitoring the teaching activities in the classroom and/or scholar area observation, others in moments of intervention (educational planning and classes taught).

These problems were related more specifically to the school, regarding its organization and structure, in general, and due to, partially, the lack of pedagogical resources and adequate areas (science and informatics laboratories); and related to the organization and coordination of activities, such as the constant interference of coordination and/or direction in teacher's planning with the inclusion of new activities that were not previously defined; to the supervising teacher – insufficient available time to adequately meet the interns; and the students – regarding the undisciplined behavior or lack of interest: “The schools, I believe they have a lot of general issues due to space, to teacher's class time [...]” (A1); “But I think the problem is there! In the time the supervising teacher assists us” (A2); “Some difficulties were already proven to be indiscipline, students' grudge with classes, as well as a lack of physical space” (A5).

It is worth pointing out that some of the issues raised by the interns are apparently attributed to unforeseen situations that occur during the internship, but these are not clearly explicit on interns' speeches. They understand that unexpected conditions are common in everyday school and, so, they should be prepared to solve them. As said: “[...] the school is never prepared, there is always an unforeseen situation, the teacher has always some last moment things, right? The teacher, he wriggles entirely to teach, some lacking material [...]” (A3).

The understanding of improvisation needs is given mainly during the period in which the intern is teaching. Therefore, planning is a fundamental step and the comprehension of these “unforeseen events” goes through the perception of the pedagogical activity and its presuppositions, be they of practical order (widely valorized by the intern) and/or theoretical order (methodological).

Conflicts

Despite recognizing that this category is composed of elements of equivalent meaning, it was fragmented in the subcategories: **Insecurity** and **Frustration**. In these subcategories, it is possible to recognize similar aspects.

In this sense, one of the aspects raised by the analysis regards the interns' **insecurity**, in most part surpassed by the act of teaching, which will be better explained under the category “overcoming”. The undergraduate students have a concern of being accepted as teachers, both by the students as by the course teacher (supervisor), and by the other members

of the school. The insecurity reflects the fear of dominating the conceptual content of Sciences and their relation to school students. The interviewees express this in their speeches: “[...] so, we are a bit lost [...] I get insecure! If we are teaching the right way, if what we are teaching is correct [...]” (A2); “So, it a very big responsibility” (A4). It may reflect a certain fear of action and recognition as a teacher.

The second subcategory – **frustration** – is identified as a feeling related to those interns that did not reach the goals proposed by themselves for their performances as teachers, that is, for the accomplishment of practical activities, mainly when taking on the classroom and trying to develop their educational plan. It leads to the perception that much of their effort does not reflect in achieved results. To sum up, some interns, in their own evaluations, within the topic of teaching performance, consider themselves to be below expectations. We can observe in the excerpt A6: “The frustrations, logically there were days that I taught, and I left very frustrated either because the students did not participate, or because I failed in some talks or in some implemented methodology” (A6).

Yet, in this aspect, the major reports account for the little participation of students as one of the main reasons for the frustration feeling.

Regarding the elaborated lesson plans by the interns, it is noticeable that many class goals were focused on contents, mainly in conceptual order and, therefore, the evaluations were focused in the amount of planned content effectively taught. It is blatant the content aspect is still very common in the initial formation of professionals. Concerning that, Soares (2010, p. 8) criticizes “[...] teaching is not only content exposure to an attentive classroom of students eager to learn”. The directions tend to be almost unique to the fulfilling of plans and contents. These factors are clearly related to the intern’s conception of class and go through a necessary methodology (critic to the content view) and curricular (what is the goal of teaching Sciences?) reflection.

Thus evaluating, we could understand that part of the students’ disinterest is related to the conception of the class by the interns, reflecting in used questions of methodological order.

Overcoming

Following this line, we observe that many of the first impressions of the interns in relation to the internship’s school-field perceived as problems and, therefore, sometimes understood as limiting, end up being misinterpreted. Some reports show that, throughout activities, the interns feel more confident and overcome these supposed limitations, attributing this success to several factors, in most part related to their performance at the internship. They identify aspects related to their personal growth, especially the loss of shyness and the fear of giving public speeches, among others. As it was recorded: “I believe the earnings are both the loss of shyness, to talk to the public, and the development of teamwork” (A5).

The interns’ relation to the school was intermediated mainly by the supervisor teacher,

but the direction also had a distinction according to the analysis. Even though the speeches did not explicit the reasons, they evidence a conflict among interns and teacher, the management team, or another school employee. Apparently, a relationship improvement happens throughout the internship. Maybe it is by the overcame insecurity and/or an alleged mutual mistrust that turns out to be unfounded.

Both the supervisor and the advisor do not go unnoticed. It is understood there are inherent obligations to both, but their performance is questioned when answering such topics. Much of what is reported in terms of effort required by the intern to carry out activities at school is perceived as a necessity of covering possible flaws that arise from the absence and/or omission of these subjects: “Sometimes, he [supervisor] is worried about what I have to learn [...], he has to give me the details” (A2); “So, somehow, my formation, it was a little behind with this support” (A3); “[...] but they (advisors), many times, do not know the school routine and some details they cannot answer, some details related to the class we are going to teach” (A2).

The interns did not refrain from the internship responsibility by neglecting the teachers’ help, note: “[...] also, besides searching for this help, appreciate the teaching experience of both the internship teacher, as the school teacher [...].” (A3).

Another aspect in the analysis shows the interns recognize the difficulties of the supervisor teacher in fulfilling the internship obligations: “[...] their working hours is triple, not even double, but triple!” (A2).

The interns’ attitude towards the supervisor, in most part, is conditioned to a harmonious and/or conflictive coexistence. The interns recognize the supervisor as important in their formation process, but he is also seen as a hindrance. It directly influences the internship development. These issues can be recurrent or not.

It is essential that in conflict cases, these are mitigated, and the supervisor has the outstanding role of the intern’s formation. The supervisor teacher is an element of the school, an acting professional and that is defined by his knowledge and practice that secure him as a teacher. This professional perspective cannot be despised and his valuation in the process is crucial for the understanding of the teacher’s professional profile. Maybe the A3’s speech may summarize one of the main aspects of the relationship school-University, in a conception of the internship that recognizes the role and importance of each one in the teacher formation: “The intern today, he goes to school to learn with the elementary school teacher, he does not go to teach the teacher, they will learn together”(A3).

Lastly, the relationship teacher-student is one of the highlighted issues. Conflicts occur due to indiscipline and to the little or no students’ participation in classes taught by the interns. Overcoming these conflicts may seem to be focused exclusively on the interns’ efforts to accept those behaviors as normal. The interns cannot recognize features that could change the situation, so, to accept it becomes an alternative to avoid conflicts, an exit.

Because, if I do not accept the student as he is, an undisciplined student, a studious student, a student in every way we will find in the classroom, they will not be able to accept me [...] so, I realized that we have to do that for them to accept us, for us to be able to teach a nice class (A2).

Similarly, Beach and Pearson (1998, p. 337-338), in an educational conflict study, point out the same:

Conflicts established, the unexperienced teachers deal with them in a personal way. For some, the best way is to simply minimize them or avoid them. For others, the best is to assume a resignation posture, giving the speech of conflicts' immutability. There is another relevant level of personal relation to conflicts, in which the teacher assumes he has conflicts, searches for short-term palliative solutions, but keep intact, as in previous cases, his personal beliefs on teaching and learning.

However, the analysis reveals that some interns recognize in the teacher-student relationship nature a bond with the contents worked in the classroom. Therefore, the contents should be relevant in a formation context that goes beyond the scientific knowledge sphere itself: "I am not there only to teach biology, surely too, but I believe the teacher has to teach for life" (A1).

Some of the reports demonstrate the interns identify themselves professionally as future teachers. So, we infer the acknowledgment that these same situations could be experienced in their future professional activity: "But us, as future teachers [...]" (A1); "[...] in reality, we will do just like that, right?" (A2).

The above-mentioned frustration is hereby understood as part of the training process. The interns reveal a concern with their formation and with the internship role in this purpose. These difficulties are part of the profession and the internship is seen as a place for this confrontation to occur. Given this background, in a context of difficulties' overcome, the internship relevance is acknowledged: "[...] it is a very big responsibility, so I believe this internship course comes to ease [...]" (A3); "Enjoy this moment of internship because in a few days we will be the future teachers" (A1); "After having lived several experiences in the internship, which have been, I do not know, emotions, frustrations, overcoming. I managed to identify my teacher identity" (A6).

Reflection and Practice Evaluation

This category does not fail to incorporate aspects related to the previous category **Overcoming**, because the overcoming of problems, in a certain way, depends on the reflection on the developed practice. The main established difference with the previous category was to recognize the intern relates the issue in an evident and direct way to the internship goal. So, this category brings as a highlight the internship conception shown by these subjects.

Most interns mention the internship as a moment of "putting the theory into practice". According to Freire (1996, p. 43-44), it is during the teacher training the most auspicious moment to exercise the critic reflection on the practice, because "it is critically thinking today's or yesterday's practice that we can improve the next practice". However, not all speeches are followed by a reflection that relates the theory to practice:

[...] it is the moment of putting into practice all the baggage of knowledge, whether it comes from your experiences as a student, that is, from your baggage of knowledge acquired at the University through exchanges with teachers that taught us, mainly the teaching courses [...] (A6).

There is a perception that the recent curricular change of teaching courses has, as one of the main concerns, this focus: “[...] people graduated and had, in academia, the theoretical formation, and left academia and ended up parachuting in a school not knowing what to do, how to teach [...]” (A3), “[...] so, as I had said, the previous curricular proposals show that a teacher is not trained only with theory, right? We do not learn only seated, in a student’s role [...]” (A3).

Although they emphasize the practice relevance by means of theory, the analysis searched to understand the interns’ perception regarding the way it happens or should happen during the internship. The interns question the “theoretical formation” throughout the undergraduate course. They recognize it as far from the reality and incompatible to the teacher job in a school: “[...] not to have a very utopic view, what is usually conveyed by texts and theory within the internship course [...]” (A5).

Most probably the mention to a “utopic view” of school, to which A5 refers, does not derive from a specific theoretical fundament, but from a speech that is built throughout the course with the concern of valuing the teaching profession and the schools as relevant places in the educational process. A critic to the pessimistic school view is also shown by the same student: “[...] not to enter the school with a pessimistic view due to listening to third parties that being a teacher can be an ungrateful job, that your salary can be bad, that it might be hard dealing with some students [...]” (A5).

Under this category, we highlighted that the interns emphasize the relation theory-practice as part of the internship. However, their speeches show an understanding that the building of the theory-practice in the formation of the future teacher will be in an uncontextualized way with the school reality. The advisor’s lack of knowledge on the school-field or school views that are not in agreement with the practice reality were identified in their speeches.

Some speeches show the school as “a laboratory”, a place of experimentation. The school area is characterized as a place to apply an already conceived and idealized class model. See: “[...] I am used to say that the internship and the classroom become for us, the teachers in formation, a laboratory, a practice laboratory [...]” (A6).

It was also possible to analyze that, in interns’ perception, despite the lack of teacher supervision and orientation, the work is “possible”, their perception of class becomes unique, that is, there are no interventions recognized as interferences in their work. At this point, the school students become the main thermometer of the accomplished activities by the interns (through classes). We recall that the relationship with students is pinpointed by the interns as one of the central internship issues: “[...] it gives you the possibility of discovering yourself and testing possibilities you have, I do not know, idealized in your mind” (A6).

Here, maybe, is the greatest limitation of the developed practices in the internship. To understand the school outside of its context is to not be involved with the theoretical basis of

his academic formation and the teaching experience of the supervisor. It is possible to build a teaching identity and improve the didactic and even develop a new, more appropriate one. But, to reflect his practice without problematizing the involved issues in scholar teaching activity is to conceive a class model distorted by function and goal.

The students are part of the “class” and, most times, are seen as a hindrance, an issue. There is sympathy and concern with them, but very little is understood on how to “consider” the student in teaching planning and process. It should not be like this, given that the student is the fundamental element, the reason for the school to be what it is.

Final considerations

The analyzed declarations highlight the importance of the internship and the valuation of the school-field area as fundamental for the teaching training. They indicate concerns of the future teacher with their formation, even if in general. The speeches comparison and the analysis of the adopted procedures by the interns, allowed the understanding of some of their more specific comprehensions on the role of the internship in teacher training, being the “practice” one of the central matters. Therefore, they question the “practice” conception and its relation to formation issues.

Most of what was raised is based on the procedures and ways the internship is operationalized in the school-field. Different advisors, supervisors, and schools influenced the speeches presented by the interns, since not always the reported experiences shared the same internship references. However, it was possible to recognize similar standpoints shared by the interns. Such perspectives seem to be common and could reflect aspects that may be from a common nature.

The raised internship conceptions states that the developed practice at school is fundamental for teacher training. It is characterized as a unique opportunity and as a moment of identification as a profession. The interns already have well-formed conceptions of the school and the teacher’s work, even if they show some insecurity and curiosity of how “it all will work” in practice. Since the first contact with the school they notice how diversified the scholar universe is and start to experience the most varied aspects, some very distinct from those previously glimpsed; so, it could lead to some uncertainties and, at the same time, curiosity. The school appears as an extremely complex world and far from possible comprehension, what could cause some insecurity even in those that used to feel well-prepared.

At the internship, the classroom is a prominent place, the activities are planned for the teaching work, overall, for the teaching activity. The interns anxiously wait for the moment they will be in the front of the classroom, before the students, applying their planned classes. We could explain part of their frustrations derived from these expectations. Experiencing the scholar area, the recognized issues acquire hindrances and threaten the internship development. According to the analyzed interns’ speeches, these issues directly interfere in

the accomplishment of the internship activities, mainly at the moment when they are responsible for teaching.

The intern recognizes difficulties in developing his planning. These difficulties are attributed to a lack of school resources and to limitations imposed by his supervisor and/or school management team, without clear foundations. It leads to the conception, by many interns, that the school is not ready to receive them. This built view can be generated by internal and intrinsic issues, which is equivalent to understanding them as common to school and that could interfere in the internship's activities.

The problem's overcoming arises with the need to execute the internship and, mainly, leads to the perception that it demands effort and dedication. The intern's acquired autonomy by exercising his obligations achieves a distinct understanding than (an understanding distinct from that) the students show during the Teaching Degree Course in Biological Sciences at UFU, causing a concern. Many students seem to attribute their formation success to the course teachers and relativize, therefore, the relevance of their efforts (POPAZOGLO; RODRIGUEZ, 2015).

Most frustrations are possibly generated by idealized class and teaching activity models. The efforts' centralization in his own activity for the internship success reinforces the idea that they have complete control of the situation. It is important to decentralize the internship as the unique feature of the intern since the developed activities should be considered planning, where the school and orientation are relevant.

The idea of the internship, thinking about its objectives and defining its goals to be achieved, needs the planning of the activities to be developed at school and their continuous evaluation. To recognize the practical aspect and its relevance is, by one side, consensus among interns, but not all of them reflect on the ways and goals of this practice.

The presented conflicts by the interns have a strong bond to the analyzed frustrations. Their overcoming needs a reflection of their actions. So, the internship conception and the adopted model are fundamental for an effective change and/or widening of the teaching activity view.

We mentioned many interns do not find solutions for the cited issues and, therefore, worried about developing their internship activities, they search for the best way of accomplishing them. It involves circumventing impositions by the supervisor and advisor, and even by the school students. Other interns, even though they understand the teaching job is possible under the current context, they present an attitude of "acceptance" of reality as it is put.

Fundamentally, to understand limitations and propose solutions, to revisit practices and models, to reflect by contextualizing the teaching practice and the school are strands of a theory-practice that involve a problematization, allowing a new reality creation. The internship must move to create moments and areas of discussions that do not limit either their formation (UFU) or their action, the school. The syllabus of Teaching Degree Courses and school models should be questioned, demanding necessarily a commitment between school and University. Even a commitment that goes beyond the internship and that could involve

the formation and action in a wider context. We know well the limitations for it to occur, however, teachers and students of Teaching Degree Courses could and should contribute to the improvement of the mandatory curricular internship.

References

- BEACH, Richard; PEARSON, Donna. Changes in preservice teachers' perceptions of conflicts and tensions. **Teaching & Teacher Education**, v. 14, n. 3, p. 337-351, Apr. 1998. [https://doi.org/10.1016/S0742-051X\(97\)00041-3](https://doi.org/10.1016/S0742-051X(97)00041-3)
- BRASIL. **Parecer CNE/CP 21/2001, de 06 de agosto de 2001**. Duração e carga horária dos cursos de Formação de Professores da Educação Básica, em nível superior, curso de licenciatura, de graduação plena. Brasília, 2001. Disponível em: http://portal.mec.gov.br/dmdocuments/cnecp_212001.pdf. Acesso em: 01 nov. 2018.
- CONZATTI, Fernanda de Brito Kulmann; DAVOGLIO, Tércia Rita. Análise textual discursiva e as trajetórias educativas de adultos na Educação de Jovens e Adultos (EJA): um exercício metodológico. **Revista Brasileira de Educação de Jovens e Adultos**, Salvador, v. 5, n. 10, p. 180-194, 2017.
- FREIRE, Paulo. **Pedagogia da autonomia: saberes necessários à prática educativa**. 15. ed. São Paulo: Paz e Terra, 1996.
- GHEDIN, Evandro; ALMEIDA, Maria Isabel de; LEITE, Yoshie Ussami Ferrari. **Formação e professores: caminhos e descaminhos da prática**, Brasília: Líber Livro, 2008.
- LAKATOS, Eva Maria; MARCONI, Maria de Andrade. **Fundamentos de Metodologia Científica**. São Paulo: Atlas, 1985.
- MORAES, Roque. Uma tempestade de luz: a compreensão possibilitada pela análise textual discursiva. **Ciência & Educação**, Bauru, v. 9, n. 2, p. 191-211, 2003. <https://doi.org/10.1590/S1516-73132003000200004>
- MOREIRA, Herivelto; CALEFFE, Luiz Gonzaga. **Metodologia da pesquisa para o professor pesquisador**. 2. ed. São Paulo: DP&A, 2008.
- NETO, Estevam Rouxinol dos Santos *et al.* Uma proposta de estágio para licenciandos em Física. *In: SIMPÓSIO NACIONAL DE ENSINO DE FÍSICA*, 16, 2005, Rio de Janeiro, **Anais eletrônicos...** Rio de Janeiro, 2005.
- PIMENTA, Selma Garrido; LIMA, Maria Socorro Lucena. **Estágio e docência**. 2. ed. São Paulo: Cortez, 2004.
- PIMENTA, Selma Garrido; LIMA, Maria Socorro Lucena. **Estágio e Docência**. 7. ed. São Paulo: Cortez, 2012.
- POPAZOGLO, Flávio; RODRIGUEZ, Mónica Sonia. Reflexiones acerca de la implementación del Programa de Licenciaturas Internacionales (PLI) entre Brasil y Portugal:

el caso de la Universidad Federal de Uberlândia. **Revista Aula Universitaria**, Santa Fe, Argentina, v. 17, p. 22-29, 2015. <https://doi.org/10.14409/au.v0i17.6122>

SOARES, Eduardo Sarquis. **Ensinar Matemática: desafios e possibilidades**. 1. ed. Belo Horizonte: Editora Dimensão, 2010.

TARDIF, Maurice. **Saberes docentes e formação profissional**. Petrópolis: Vozes, 2002.

TRIVIÑOS, Augusto Nivaldo Silva. **Introdução à Pesquisa em Ciências Sociais: a pesquisa qualitativa em educação**. São Paulo: Atlas, 1995.

VOLPATO, Gilson Luiz; CRUZ, Maria Inês Andrade e. **Memorial: sugestões para elaboração**. Botucatu, SP: Unesp, 2012. Disponível em: http://unesp.br/cgb/mostra_arq_multi.php?arquivo=9411. Acesso em: 10 ago. 2018.

Notes

ⁱ The terminology **supervisors** and **advisors** is based on the federal internship Law nº 11.788, December 25, 2008. Therefore, the internship supervisor teacher is that one designated as the ruler of the Science or Biology course at field-school and advisor is the one responsible for the curricular course at the Higher Education Institution.

ⁱⁱ It is a document in which the author reports his trajectory throughout a determined period or focus, in a discursive way. “It allows the readers to notice the developed set of activities and, mainly, the author’s impressions evidencing his personal/professional progress” (VOLPATO; CRUZ, 2012, s.p.).

ⁱⁱⁱ The citation is indicated by letter and number, derived from the interview that granted the author’s anonymity.

Anti-Plagiarism Check



Distributed under

