



BACHELOR'S DEGREE X SUPERVISED INTERNSHIP: The importance of content in the training of future teachers¹

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SUMMARY

This paper presents reflections on the importance of the educational practice experienced during the Supervised Curricular Internship activities in the school environment in the Social Sciences course with an emphasis on Sociology. The importance of this study highlights the training of future teachers who will be available for the construction of adequate and meaningful knowledge for all those involved. Through the development of the study, we sought to answer how the experience of the Supervised Internship can collaborate in the training of future teachers? Through experiences, literature and concepts related to the theme, and also, it is necessary to present that the internship experiences were carried out in a descriptive manner due to the pandemic. The objectives of the scientific article are: To define in general terms Supervised Internship and its importance in teaching, also to describe some terms such as democracy and citizenship in schools, to identify the importance of the teacher's language in human development, to show some relationships between school failure and success, to perceive the role of teacher mediation in the relationship between school and curriculum, to provide the concept of professional ethics and also to demonstrate the importance of interpersonal relationships in the work environment. Supervised internship provides practical experience and is essential for the benefit of the undergraduate course as a whole. Furthermore, it is an activity that contributes to the construction of professional identity, since the teacher is the subject of his/her own development, which favors a common vision and work in the educational context. It is in this activity that it is possible to put into practice the knowledge acquired during the academic year.

Keywords:Supervised Internship. Training. Teaching. Concepts.

ABSTRACT

This work presents reflections on the importance of educational practice experienced during the activities of the Supervised Curricular Internship in the school environment in the Social Sciences course with an emphasis on Sociology. The importance of this study emphasizes the training of future teachers who will be available to build adequate and meaningful knowledge for all those involved. Through the development of the study, we sought to answer how the experience of the Supervised Internship can collaborate in the training of future teachers? Through experiences, literatures and concepts related to the theme, and still, it is necessary to present that the internship experiences were carried out in a descriptive way. Regarding the objectives of the scientific article, they are: To conceptualize in a general way Supervised Internship and its importance in teaching, also to describe some terms such as democracy and citizenship at school, to identify the importance of the teacher's language in human formation, to show some relationships of failure and school success, realizing the role of teacher mediation in the relationship between school and curriculum, providing opportunities for the concept of professional ethics, and also expressing the importance of interpersonal relationships in the work environment. The supervised internship promotes practical experience and is fundamental to the enjoyment of the degree as a whole. Still, it is an activity that contributes to the construction of professional identity, as the teacher is the subject of their own training, which favors a common vision and work in the educational context. It is in this activity that it is possible to put into action the knowledge acquired during academy.

Keywords:Supervised internship. Formation. Teaching. Concepts.

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1 INTRODUCTION

This paper presents reflections on the importance of the educational practice experienced during the Supervised Curricular Internship activities in the school environment in the Social Sciences course with an emphasis on Sociology. The importance of this study highlights the training of future teachers who will be available for the construction of adequate and meaningful knowledge for all those involved.

Supervised Internship, in any area, is a curricular component to fulfill the workload related to experiences with teaching activities, which include various research projects, mainly in studies related to the subject and also specific literature in the area that adds to the knowledge. Furthermore, it is part of educational training, being guaranteed by normative laws that prove its real importance. It is also part of academic training, starting from a theoretical framework, for confirmation in practice in a classroom. Thus, the period dedicated to the internship serves as a guiding period for the future professional, as it designates functions that delimit its real professional importance for the student.

Based on the previous information and the development of the study, how can the experience of the Supervised Internship contribute to the training of future teachers? The resolution of this study is sought through experiences, literature and concepts related to the theme. Furthermore, it is necessary to present that the internship experiences were carried out in a descriptive manner due to the pandemic.

Regarding the objectives of the scientific article, they are: To conceptualize in general terms Supervised Internship and its importance in teaching, also to describe some terms such as democracy and citizenship in school, to identify the importance of the teacher's language in human formation, to show some relationships between school failure and success, to perceive the role of the teacher's mediation in the relationship between school and curriculum, to provide the concept of professional ethics and, also, to demonstrate the importance of interpersonal relationships in the work environment.

The methodological procedures of the research were through reports based on the guiding documents of the Ministry of Education as it was a period of COVID 19 Pandemic and as recommended in Ordinance 544 of June 2020 published by the MEC, which provides for the organization of Education and its internships.

2 SUPERVISED INTERNSHIP

Supervised internships enable more complete training for future teachers by allowing contact with the field during their undergraduate studies, where it is possible to perceive the problems of teaching and take them to academia so that they can be rethought collectively (PIMENTA E LIMA, 2004).

I concluded that the internship, contrary to what was advocated, is not a practical activity, but a theoretical one, instrumentalizing teaching praxis, understood as an activity of transforming reality. In this sense, the curricular internship is a theoretical activity of knowledge, foundation, dialogue and intervention in reality, which is the object of praxis. In other words, it is in the context of the classroom, the school, the education system and society that praxis takes place. (PIMENTA E LIMA, 2004, p.45)

Supervised Internship is essential for the training of future teachers, because in addition to preparing them for real activities, it can also turn teachers into researchers, precisely because it can bring these real experiences to academia and analyze them as a form of object, reflecting on the training of these future professionals in the area.

Thus, it is necessary to think about teacher training from a political perspective, valuing the profession, as the work of the teacher is requalified (ARROYO, 1997). It is also necessary to invest more and more in the inseparability between theory and practice, problematizing the social and historical process that contributed to the production of knowledge in modern society. Furthermore, the internship is an indispensable space for the insertion of undergraduates in real experiences as professionals, as it is inserted as a space for dialogue and production of knowledge.

It is, therefore, an investment in expanding the vision of “being a teacher”, seeking a rapprochement not only between educational areas and levels, but between multiple social and historical subjects, and thus promoting dialogue “as a meeting of men for the common task of knowing how to act (...)” (FREIRE, 1987, p. 80).

Supervised Interns are an important part of the relationship between work, school, theory and practice, they can represent to some extent the organic link with reality itself. (KULCSAR, 2001, p.64)

Based on the information above, supervised internship works as a fundamental instrument for teacher training, and through it the teacher would have better conditions

to help students face the world of work and contribute to the formation of their political and social awareness.

In the “dialogical relationship, the exchange of opinions and experiences contributes to the development of new knowledge. Theory, in effect, arises from practice, is developed based on practice, and its truth is verified by practice itself” (PICONEZ, 1991, p. 29).

It is necessary for the teacher to know how to develop skills that are consistent with practice, according to the different situations in which teaching occurs, that is, to outline objectives of what is intended to be achieved with a given technique, articulating theory, practice and developed skills. The teacher needs to have scientific knowledge, practical knowledge and technical knowledge (PICONEZ, 1991, p. 29).

Pimenta and Lima (2004) state that “the teaching profession is a social practice. Like many others, it is a way of intervening in social reality, in this case, through education that occurs not only, but essentially, in educational institutions. This is because teaching activity is both practice and action”. In this process, it is of fundamental importance for the teacher to be aware of his/her pedagogical practice and action, as they determine the activities developed within the school.

3 DEMOCRACY X CITIZENSHIP AT SCHOOL

Democracy and the rule of law confer rights and duties on citizens, which are part of their legal and political order. In a democratic society, the concept of citizenship is closely related to human rights, which, theoretically, can be invoked in the face of any inherent human rights violations.

School cannot exist without democracy and citizenship, much less can it exist without these two concepts. It is therefore necessary to use methods so that students have knowledge related to the main themes and can take concrete social practices as a starting point, aiming at the reality of humanization and the viability of such themes. School is an important source of mediation of the knowledge that every community needs and is entitled to.

According to Freire (2014), knowledge is not neutral; it has a social function. From the perspective of liberation, one must have a more critical understanding of the reality one has experienced, in order to understand it more deeply, we have the ability to take actions to improve it. In this sense, the starting point of the knowledge construction process will be the place of practice and the current social reality. Through the analysis of this approach and the insertion of reality and the establishment of a new level of understanding, they understand its historical complexity from political, social, economic, cultural, organizational and social perspectives.

When we aim to educate ourselves on historical themes, we can deal with changes that allow defenders of democracy and social justice, unity and sustainable development, and education to coexist in schools. We must understand that this action goes far beyond satisfaction, college entrance exams or the job market, because knowledge that mediates value is something that we take with us to our future as a whole.

4 TEACHER LANGUAGE AS AN INSTRUMENT IN HUMAN FORMATION

The importance of language is precisely the most effective educational process, as it provides students with environments and time that demonstrate that we are human beings. Language is a system of expression of objects and thoughts that communicate through our thoughts, feelings and intimacy. Through it, we understand and exchange the symbols and concepts we have learned. Through these dynamic situations, students can not only develop but also explore their own communication and social tools, therefore, for the development of language, it is essential that teachers create situations and promote experiences that stimulate this skill through student participation.

According to studies by Vanoye (2007), language is a socialized system of symbols, which obviously refers to the communication function of language, that is, language must be understood as a set whose elements are determined in their interrelations, thus, the meaning of the term depends on the context in which it appears and the resources used for its expression, therefore, in the initial training of educators, the different languages (music, scenery, dance, visual arts, television, comics, radio and computing) are considered the axis of teaching work, which is to make them play the basic role of language.

The reality is that an environment that encompasses several experiences of expressive activities will certainly favor the student's development process and language development. According to what was said above, it is essential that these proposals are developed in the classroom, and it is also necessary to organize other proposals so that students can alternate between informal and verbal situations that they have already experienced before going to school. Through these experiences, they will develop solutions to the difficulties and obstacles that they will face later.

5 SCHOOL FAILURE AND SUCCESS

The main function of the school is to disseminate knowledge to students through teaching strategies and intervention by trained professionals, however, it is only about talking about the success of the school and understanding that each child has unique knowledge, perceptions and ways of learning (CHARLOT, 2013).

According to Silva (2003):

At the end of the 19th century, Europe and Brazil began to implement compulsory education in the 1930s. On the one hand, if compulsory schooling guarantees a right of citizens, that is, the right to education in society, on the other hand, it does not offer equal opportunities to citizens, because in schools there is a selective process that aggravates differences, reducing the chances of success for children in less popular classes (SILVA, 2003, p. 49).

According to studies that show the reasons and trends of school failure, there are still many professionals in the field who are out of date and who unify the individual performance of students, without understanding that each person has their own individualities and different concepts, which are of great relevance to each one. Professionals make it possible for this behavior and learning to be unified, however, it is necessary to pay attention to the training of these professionals, to the way they prepare themselves in school and how they leave it, as it is a process that encompasses many factors of each person's reality.

Professionals, therefore, run the risk of abusing their practices within the organization and must constantly seek knowledge and improvement of teachers, in order to always understand new practices that are beneficial to the teaching process (PEZZI; MARIN, 2017).

School failure can be understood as the student's performance, the inability to meet their expectations and the pressure that they still believe they cannot compete with them before even trying, therefore, whether in the failure of students or in the success of the school, the fundamental role of the teacher is evident, assuming this importance and being able to position themselves as the backbone of the process that led to school failure (NEGREIROS et al, 2017).

Every individual at birth has a predisposition to learning guaranteed under the bases of their biophysical nature, the fact demonstrated here is that the higher psychological functions, which make us beings belonging to the human race, will only be developed if there is mediation, learning about such facts, which only occur in a systematic way, that is, in the school environment.



Knowledge and improvements are not only due to social pressure, the need for training and immediate entry into the job market, they must be interconnected with learning in a curious way, understanding the need for learning and concepts with quality and uniformity.

6 THE ROLE OF TEACHER MEDIATION IN THE RELATIONSHIP BETWEEN SCHOOL AND CURRICULUM

In the development of human history, the world is changing at an enormous speed. Globalization and the emergence of new technologies have promoted and will continue to promote many changes in education, with both positive and negative aspects. As these events have occurred, the interaction between teacher and student has become more active, in line with the facts, as the teacher has become a mediator of knowledge and not just a professional educator of mere contexts. Teachers have become stimulators of the entire process of guiding students so that they can establish their own concepts, values, attitudes and skills, and so that they are prepared for everyday situations, as well as real-world experiences.

For a long time, educational practices were centered on the teacher, which meant that students were not seen or remembered as beings capable of investigating, playing important roles, as well as being able to organize, investigate, and create knowledge and learning functions within the school. Furthermore, they were only targeted through an outdated and demotivating assessment for them. With this type of practice, we cannot want or instigate a quality education for our students.

Libâneo (1998, p. 29) pointed out that “teachers are mediators of positive relationships”. Students who have the discipline include the content of the same, but take into account the knowledge, experience and meaning that students bring to the classroom and their perceptions, potential, skills and interests, way of thinking and way of working, among others. Therefore, it should be remembered that teachers are responsible for preparing students to become active citizens in society, capable of questioning, debating and breaking the rules of example.

Cury (2003, p. 127) emphasized: “Questioned exposure is suspected of generating positive pressure, and this pressure opens the window of intelligence”. As a result, thinkers are formed instead of transmitting information, therefore, teachers have made contributions to themselves and to society, sharing knowledge and experience, making students critical and innovative in the experiences of the reality of our world.

7 THE IMPORTANCE OF ETHICS AND INTERPERSONAL RELATIONSHIPS AT SCHOOL

Ethics and morals are basic principles of a person, whether in personal or professional life, as they go hand in hand. Education is a powerful means of creating opportunities, which form a critical society, so that students not only absorb the content, but also modify it and put it into practice according to their views and values, contributing to the formation of a more dignified and fair society.

It is important to emphasize that every educator is considered a reference and role model for their students. Therefore, as an agent, they must reconsider and rethink their behavior, which is very important to intervene in the construction of students' knowledge in a transformative and moral way. They are "collaborators" of a culture with morals and civic awareness. This is the way to understand that ethical and dignified professionals adopt correct personal conduct that benefits others and safeguards human dignity.

It is the role of the family to educate and the school to educate, that is, to transmit systematized knowledge that the individual does not have access to in his/her daily life. The role of the school and the teacher is not to reiterate the everyday in individuals but, above all, to form the individual in the most evolved knowledge.

Rocha (2010) says that the act of relating is giving and receiving at the same time, accepting and being accepted, understanding and seeking the understanding of others, starting with the ability to listen to others, put yourself in their shoes and be prepared to accept them in your environment. Relationships form and enhance our personal identity, which is why it is essential to build harmonious interpersonal relationships within the work environment, as this way we aim for everyone's well-being, in addition to professional success and a smooth running of the work. Weiss (1992, p.17) believes: "Once everyone accepts others, no matter who they are, they can use methods to make this relationship happen effectively". In other words, when we begin to understand and comprehend the other people in our lives and learn to respect them in our own way, work becomes more enjoyable, enabling the emergence of new ideas, cooperation and joint decision-making within the work environment, which is sometimes our second home.

Students need to experience the problems and obstacles that are present in reality, and the environment must provide better conditions for overcoming these obstacles. The learning process is related to interpersonal relationships, since all mutual work, with the same objective, is resolved positively..

Highlighting the reflection on the importance of interpersonal relationships in the school environment, it is clear that interpersonal relationships and learning go hand in hand in the same direction, becoming fundamental to the great daily challenges that the school faces, both in the classroom context and in the context of school management.

Therefore, managers must be committed to different views or behaviors in general. Team building is a way to expand the personal vision of everyone in the school, rather than individual work. It is important that managers know how to perceive and accept different opinions, seek to enrich the team and expand everyone in the school so that they achieve the same goals and mitigate conflicts.

Interpersonal relationships must be nurtured daily, built through harmony not only in the school environment but in life, as this makes it possible to create space for the growth of human relationships, and also make it possible to exchange ideas and disagreements that are mutual moments of growth for everyone involved.

1 CONCLUSION

Supervised internships provide practical experience and are essential for the student to take full advantage of their undergraduate degree. Furthermore, they are an activity that contributes to the construction of professional identity, as teachers are the subject of their own education, which favors a shared vision and work in the educational context. It is in this activity that it is possible to put into practice the knowledge acquired during college.

Furthermore, it is through internship practices that students solve problems they encounter along the way and also acquire a critical vision to find possible solutions in the professional environment, as well as come to understand the utmost importance of the teacher's role in the education of their students. It is also at this time that the future teacher discovers his or her desires, broadens his or her horizons and enhances his or her love for the profession.

It is clear that schools and teachers have been looking for ways to better serve students during this pandemic, presenting innovative ideas and projects, in order to stimulate their school life and not let them give up on school, as the importance is still to make students critical and participatory citizens, capable of understanding the future from reality.

The internship and the study of related literature and articles showed how important it is to seek support for the school community as a whole, because the school is not just made up of students and teachers, but also of all the professionals who work there and their families. It is necessary to recognize the importance of continuing education for professionals who are capable of bringing not only knowledge but also a lot of love into the classroom.

Finally, supervised curricular practice is a way of integrating university students into the reality and experience of school, considering that this connection is fundamental for the training of new teachers.

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