

**REMEMBERING IS TRANSCENDING: A DIALOG WITH GRADUATE STUDENTS IN TEACHER FORMATION PROGRAM OF PET GROUP CONNECTIONS AND KNOWLEDGE AT FLUMINENSE FEDERAL UNIVERSITY**

***REMEMORAR É TRANSCENDER: UM DIÁLOGO COM LICENCIANDOS DO GRUPO PET CONEXÕES DE SABERES DA UNIVERSIDADE FEDERAL FLUMINENSE***

***RECORDAR ES TRANSCENDER: UN DIÁLOGO CON LICENCIANTES DEL GRUPO PET CONEXIONES DE CONOCIMIENTOS DE LA UNIVERSIDAD FEDERAL FLUMINENSE***

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**ABSTRACT:** This work aims at analyzing narratives produced by teaching degree students in programs about the contributions of the PET Group “Connections of Knowledge” in the formation and production of knowledge of the professionals engaged. Presenting a qualitative approach, of the case-study type, the group was formed by 4 teaching degree students, who were also scholarship holders of the above mentioned group (PET) during the period comprised by the years of 2014 and 2018. The data was collected via semi-structured interviews, field researcher’s notes, observation of the meetings performed by the Group weekly. There was also the analysis of official documents which legally support the Program of Tutoring Education/MEC-SESu, and materials which guide work creation and development of the above mentioned Group. The results make clear the production and the articulation of teachers’ knowledge both at university and at school, the sharing of activities which are professional in nature, the resignification of theoretical knowledge, and the development of a more investigative approach to the future career. These results also indicated that the participation in this particular Group increased and reinforced the chances of these students staying at university due to a sense of community, of personal welcoming and of belonging in a more professional aspect; as well as the financial help these students obtain from participating in the program via scholarship.

**KEYWORDS:** Initial formation. Program of Tutoring Education. Teaching knowledge. Teaching career.

**RESUMO:** *Este trabalho tem por objetivo analisar narrativas de licenciandos acerca das contribuições do Grupo PET Conexões de Saberes da Universidade Federal Fluminense (UFF) para a formação e a produção de saberes profissionais dos envolvidos. Com enfoque qualitativo, do tipo estudo de caso, o universo investigado foi composto por 4 licenciandos, bolsistas do referido Grupo, que a ele estiveram vinculados entre os anos de 2014 e 2018. As informações foram coletadas por meio de entrevistas pautadas por um roteiro semiestruturado, caderno de campo e observações das reuniões realizadas nos encontros semanais. Também foram analisados documentos oficiais que respaldam legalmente o Programa de Educação Tutorial/MEC-SESu e materiais que norteiam a criação e o desenvolvimento do trabalho realizado pelo Grupo selecionado. Os resultados evidenciam produção e articulação de saberes docentes produzidos na universidade e na escola, compartilhamento de ações de natureza*

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*profissional, ressignificação dos conhecimentos teóricos estudados e desenvolvimento de um olhar investigativo sobre sua futura profissão. Apontam, ainda, que a participação no Grupo citado amplia e reforça as chances de permanência na universidade devido ao sentimento de coletividade, de acolhimento pessoal e de pertencimento no sentido profissional, bem como em razão do apoio financeiro que os licenciandos recebem do Programa, mediante o pagamento de uma bolsa.*

**PALAVRAS-CHAVE:** *Formação inicial. Programa de Educação Tutorial. Saberes docentes. Profissão docente.*

**RESUMEN:** *Este trabajo tiene como objetivo analizar narrativas de pregrado sobre las contribuciones del Grupo PET Conexiones de conocimientos de la Universidad Federal Fluminense (UFF) para la formación y producción de conocimientos profesionales de los involucrados. Con un enfoque cualitativo, del tipo de estudio de caso, el universo investigado estaba compuesto por 4 estudiantes universitarios, becarios del Grupo que estuvo vinculado a él entre 2014 y 2018. Las informaciones fueron recolectados através de entrevistas guiadas por un gui3n semiestructurado, diario de campo y observaciones de las reuniones realizadas en las reuniones semanales. Tambi3n fueron analizados documentos oficiales que respaldan legalmente el Programa de Educaci3n Tutorial/MEC-SESu y materiales que guían la creaci3n y el desarrollo del trabajo realizado por el Grupo seleccionado. Los resultados muestran producci3n y articulaci3n de conocimientos docentes producidos en la universidad y en la escuela, compartiendo acciones de naturaliza profesional, resignificaci3n de conocimientos te3ricos estudiados y desarrollo de una mirada investigativa sobre tu futura profesi3n. Tambi3n señalan la participaci3n en el Grupo mencionado aumenta y refuerza las posibilidades de estancia universitaria debido a la sensaci3n de recepci3n personal y pertenencia en el sentido profesional, así como la raz3n del apoyo financiero que los estudiantes universitarios reciben del Programa, previo pago de una beca.*

**PALAVRAS-CLAVE:** *Formaci3n inicial. Programa de Educaci3n Tutorial. Conocimientos docentes. Profesi3n docente.*

## Introduction

The work presented is part of a master's research defended in March 2019, and has as a background issues that concern the relation between initial formation and teaching profession, especially their motivations and interests expressed in narratives that were being woven by the participating teaching degree<sup>3</sup> students of the Tutorial Education Program of Fluminense Federal University.

The reflections developed here are supported by studies on the issue of knowledge and formative practices, taking into account that society has been undergoing transformations that change work relations in various professional fields, introducing new understandings about career and professional development (GATTI, 2009 ). These new perspectives are replacing stable jobs and remuneration models with more flexible and precarious forms of contracts that

<sup>3</sup> For translation purpose we will use the “teaching degree” to refer to the undergraduate course that has teaching as its specialization, called “Licenciatura” in Portuguese.

do not guarantee long-term employment stability. In the words of Gatti (2009, p. 9-10), this theme requires further study, considering “[...] the changing social contexts interfere in the relations between the individual and the social and, thus, in the identities social and professional”<sup>4</sup>.

With different intentions, policies and programs aimed at teacher education reach Higher Education Institutions (HEIs) in Brazil accompanied by the discourse of improving the formation of teaching degree students. Some of these actions have generated satisfactory impacts in the last few years in the eyes of a large part of the academic and school community. Among them, we highlight the Teaching Initiation Scholarship Program (PIBID), implemented in 2007 by the Coordination for the Improvement of Higher Education Personnel (CAPES)/ National Education Development Fund (FNDE)<sup>5</sup>. This Program has been accompanied by researchers from different institutions that have shown positive results regarding the links it creates between formation and the profession, causing the perception of teaching degree students that it strongly contributes to the constitution of learning related to teaching (VICENTE; VASCONCELLOS, 2014).

In addition to involving the schools themselves in the mobilization of teachers who take on the role of co-educators of teaching degree students, the routing of the work contributes to a better articulation between theory and practice, “[...] raising the quality of academic actions in courses of degree”<sup>6</sup> (BRASIL, 2010, art. 3, item VI).

Other contributions are the appreciation of teaching and the encouragement of teacher formation at a higher level in close connection with basic education, with the following goals: inserting the students in the daily life of public schools, providing

[...] opportunities for creation and participation in methodological, technological experiences and teaching practices of an innovative and interdisciplinary character that seek to overcome problems identified in the teaching-learning process (BRASIL, 2010, art. 3, item IV).<sup>7</sup>

Part of the studies related to this subject points out that the development of the actions proposed by this Program raises the value of the courses themselves within the institutions that host them (GATTI, 2015).

<sup>4</sup> “[...] que os contextos sociais em transformação interferem nas relações entre o indivíduo e o social e, desse modo, nas identidades sociais e profissionais”

<sup>5</sup> Available: <http://www.capes.gov.br/educacao-basica/capespibid/pibid>. Access: Jan. 2018.

<sup>6</sup> “[...] elevando a qualidade das ações acadêmicas nos cursos de licenciatura”

<sup>7</sup> “[...] oportunidades de criação e participação em experiências metodológicas, tecnológicas e práticas docentes de caráter inovador e interdisciplinar que busquem a superação de problemas identificados no processo de ensino-aprendizagem (BRASIL, 2010, art. 3º, inciso IV).

If PIBID has received strong attention from Education researchers, the same cannot be said about the Tutorial Education Program (PET). Created in 1979 by the Ministry of Education and Culture, PET was originally intended to qualify and strengthen Higher Education in Brazil through the composition of groups formed by a tutor and up to 18 students who propose and annually develop an activity plan that articulates actions related to research, teaching and extension. 2016 data show that at the time PET covered 842 groups distributed among 121 Higher Education Institutions, totaling approximately 15,000 students from different areas of professional formation<sup>8</sup>, such as Medicine, Engineering, Pharmacy, Economics, Geography, Dentistry, among others. In our case, the PET Group Connections of Knowledge, affectionately called by its members of PET *Licenciaturas* (Teaching degree), was formed in the second semester of 2014 and, at the time of this research, had 18 graduates from the History, Geography, Literature, Pedagogy and Mathematics courses who developed actions at Fluminense Federal University (UFF) and in public schools located in the city of Niterói/RJ. This Group brings with it the fact that it is the first to function at the College of Education of the same University (FEUFF) and is the only one dedicated to teacher formation.

This specificity and the partial results produced led us to question: to what extent have members of the PET Group - *Licenciaturas* produced professional knowledge in the teaching field? What would this knowledge be and how do they contribute to your education in the courses of origin?

Studies developed by Tardif (2014, p. 21) express that "[...] Teaching is to mobilize a wide variety of knowledge, reusing it at work to adapt and transform it through and for work"<sup>9</sup>. This statement reinforces the idea that teachers' professional knowledge is constituted in the course of a process that occurs along the trajectory of personal/professional life. It should be noted that investigating this issue is not an easy task, as it involves

[...] relations between time, work and learning [...] mobilized and employed in daily practice, knowledge that comes, in one way or another, and serves to solve the problems of teachers in practice, giving meaning to situations particular to their own work (TARDIF, 2014, p. 58).<sup>10</sup>

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<sup>8</sup> Estas informações estão disponíveis na Carta aprovada pela Assembleia Geral do XVI SUDESTPET, em março de 2016.

<sup>9</sup> “[...] Ensinar é mobilizar uma ampla variedade de saberes, reutilizando-os no trabalho para adaptá-los e transformá-los pelo e para o trabalho”

<sup>10</sup> “[...] relações entre tempo, trabalho e aprendizagem [...] mobilizados e empregados na prática cotidiana, saberes esses que provém, de uma maneira ou outra, e servem para resolver os problemas dos professores em exercício, dando sentido às situações de trabalho que lhes são próprias (TARDIF, 2014, p. 58).

It is understood, according to Tardif (2014), that the teachers' knowledge is not limited to well circumscribed content that depends on specialized knowledge, nor is it exclusively dependent on theoretical knowledge obtained at the university, nor are they restricted to educational research. They cover a wide range of objects, issues and problems that are related in their work.

In the search to understand this multi-character formation process and understand the acquisition of knowledge for the recognition of oneself as a teacher, the initial formation of the future teacher, caused by participation in the Tutorial Education Program/PET, more specifically, in the PET Group - Knowledge Connections, became the object of the research.

In view of our research focus, we developed our master's dissertation with the purpose of analyzing teaching degree students' narratives about the contributions of the PET Group - Knowledge Connections to the formation and production of professional knowledge of those involved. This research was completed in the first half of 2019 and part of the data produced originated this article. In view of the impossibility of addressing all the information collected, we opted to contemplate part of one of them: "Pedagogical Knowledge and Practices in Teaching Degree Courses".

### **A path taken: a theoretical-methodological experience**

The studies carried out by Bernardete Gatti (2009) indicate that teaching has ceased to be a professional option sought by young people and highlights the urgency of discussing and taking measures that lead us to overcome the factors that interfere in the decrease in the demand for careers. "The question is important because social and economic development depends on the quality of basic schooling, even more so in the emergence of the so-called knowledge society"<sup>11</sup> (p. 7).

In the case of our research, we assume that the results identified can offer us perspectives for the initial formation of teachers that point out possibilities of reducing part of the obstacles experienced in the initial formation and entering the career, favoring the permanence of new teachers in the profession.

The methodological path of this research covered 4 of the 12 Petians who started their work with Grupo PET - Licenciaturas, in 2014. The motivation for choosing these subjects

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<sup>11</sup> "A questão é importante porque o desenvolvimento social e econômico depende da qualidade da escolarização básica, mais ainda na emergência da chamada sociedade do conhecimento"

occurred using as criteria the year of joining the Group (2014) and a minimum of 3 and a half years of stay, which led us to this total.

The reduction was based on the principle that to work with narratives, which according to Clandinin and Connelly (2000, p. 20), constitute “[...] a way of understanding the experience”<sup>12</sup>, it would not be feasible to involve an expressive number of participants, in view of the considerable volume of information that we would produce and analyze in a short period of time, since we had only two years to complete the master's degree.

Among the 4 Petians selected for the research, the only one that was chosen by a different criterion from the others was Tamires, who was directly linked to the PET Group for 2 years. This option is due to the fact that, even in the initial period of the master's degree, while waiting for the moment of orientation, Tamires, who was talking to the research supervisor, spontaneously vented that her involvement in PET was fundamental for overcoming personal and academic problems. who even contributed to her professional choice. Her testimony was decisive because it aroused my<sup>13</sup> curiosity about the nature of this Group and the type of work they do, to the point of exerting such an influence on a young woman who, although she remained close to the Tutor and the other members, at the time she was no longer linked to the Group. It was in this context that the research object “jumped out at my eyes”, and this investigation became part of our field of interest.

Having made the decision, we started to study the bibliography that makes up the theoretical body of our research and, in parallel, we were outlining the objectives, the methodology and we elected the subjects that would be integrated into it. With these definitions, the 4 selected ones made an invitation, via message via cell phone application, to participate in the research by conducting a semi-structured interview, in order to gather information about the object in question. To do so, previously, the Group's Tutor asked their authorization to provide their phone numbers. As everyone agreed, in the message we sent individually, we explained the objectives of the investigation and, by mutual agreement, we agreed on the dates of the individual interviews. The interviews were conducted based on a semi-structured script and recorded with the aid of a cell phone audio recorder. The script was composed of two parts that were subdivided into 4 blocks.

The first part, called “Profile”, consisted of 3 blocks: Identification; School life and Graduation/Teaching Degree. Broadly speaking, the blocks contained questions about the age and personal contacts of the interviewees; the type of school attended during elementary and

<sup>12</sup> “[...] uma forma de entender a experiência”

<sup>13</sup> As it is a personal aspect, we chose to register this information in the first person singular.

high school, as well as the reasons that led them to choose the teaching degree course in progress and possible influences for this decision.

The second part of the script covered 15 questions that made up a block on the subjects' participation in the PET Group. Among the questions asked, we asked them to clarify: How did you hear about the PET Group - Knowledge Connections and why you decided to participate in the selection process; year of joining the Group and reasons for staying or not; considerations about the teaching profession before joining the Group and possible changes of point of view; professional problems and challenges experienced with PET, as well as possible coping strategies; types of contributions triggered (personal, academic, political, professional, etc.) through the work developed while in the Group; intention to enter and/or remain in teaching and professional perspectives; possible relations between the studies and activities developed with the Grupo PET Connections of Knowledge and the permanence in the teaching degree courses.

The choice of the interview as a procedure for collecting information came from the need incited by the research objectives, which in its writing show the relevance of listening to the subjects. Allied to this issue, we feel interested in deepening and expanding the data collected by other instruments, so that we could analyze them from different perspectives and get closer to their totality. This deepening made it possible to reach the participants through their speeches on the research topic and describe the perceptions, representations, concepts, values and their life stories in a more coherent and clear way, based on what the interviewees presented in their statements (MATTOS; CASTRO, 2010).

Mattos and Castro (2010, p. 95) add information relevant to issues of this nature, as shown in the excerpt:

When narrating about his life story [and experiences] a person tends to select details to show the interviewer how he makes sense of something he thinks is important for the development of his research. The interviewee is aware that the interviewer needs to understand something about this life story. The interviewer is aware that the part of the story that is being revealed may not reflect the moment that is being lived by both - interviewer and interviewee, but that it is necessary to make sense of that moment. So the story [and / or experience] brought up by the interviewee needs to be respected and its meaning preserved in terms of the evoked contextualization by him/her, which can be both later and before the fact narrated.<sup>14</sup>

<sup>14</sup> Ao narrar sobre sua história de vida [e experiências] uma pessoa tende a selecionar detalhes para mostrar ao entrevistador como ele faz sentido de algo que julga ser importante para o desenvolvimento da pesquisa deste. O/a entrevistado/a tem consciência de que o/a entrevistador/ra precisa compreender alguma coisa sobre esta história de vida. O entrevistador tem consciência de que a parte da história que está sendo revelada pode não refletir o momento que está sendo vivido por ambos – entrevistador e entrevistado, mas que é necessário fazer sentido daquele momento. De modo que a história [e/ou experiência] trazida à tona pelo entrevistado precisa ser respeitada

The character of interaction and sensitivity explained in the previous excerpt was the focus of our attention before, during and after the implementation of each interview, and led us to create an atmosphere of reciprocal influence between those who ask and those who answer, making the script subject to changes during the process (LÜDKE; ANDRÉ, 2004).

The encounter with the narratives of the different subjects revealed to us a diversity of arguments and positions that, when analyzed, made possible a wide reading of their understandings about the processes of production of meanings, construction of knowledge, opinions about their life stories and the links that have been established with teaching. The volume, quality and diversity of the responses acquired were considerable, and in order for us to be able to analyze them, some notes were made in the logbook during the interview itself, aiming at future categorizations and the establishment of relations with the literature. At the end of this process, we transcribe the testimonies listening one by one to the audios of each interviewee. In addition to the transcripts, the act of listening and listening again to their speeches made it possible to review the ideas addressed, which, in the heat of the interviews, are not always clear. This continuous resumption of audios also favored the identification of significant passages that were later analyzed (SPINK *et al.*, 2014).

This material was categorized through content analysis, based on the understanding that it is often used to highlight words, phrases and expressions according to the research objective (BARDIN, 1996).

For Gil (2008, p. 152),

The exploration of the material is generally a long and tedious phase that aims to systematically manage the decisions made in the pre-analysis. It basically refers to the coding tasks, involving: the clipping - choice of units, enumeration - choice of counting rules and classification - choice of category.<sup>15</sup>

According to the author (*Ibidem*, 2008, p. 177), "[...] the analysis of data in qualitative research starts to depend a lot on the capacity and style of the researcher"<sup>16</sup>, therefore, at this stage it is important to make decisions about the way in which the categories will be codified, grouped and organized so that the conclusions become reasonably established and verifiable.

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e seu significado preservado em termos da contextualização evocada por ele/ela que pode tanto ser posterior quanto anterior ao fato narrado.

<sup>15</sup> A exploração do material constitui, geralmente, uma fase longa e fastidiosa que tem como objetivo administrar sistematicamente as decisões tomadas na pré-análise. Refere-se fundamentalmente às tarefas de codificação, envolvendo: o recorte - escolha das unidades, a enumeração - escolha das regras de contagem e a classificação - escolha de categoria.

<sup>16</sup> “[...] a análise dos dados na pesquisa qualitativa passa a depender muito da capacidade e do estilo do pesquisador”



Therefore, content analysis is not the last phase of the research process, but, in a way, concomitant with data collection, as these two stages communicate with each other, which makes the analysis process systematic, comprehensive and flexible (TESCH, 1990 apud GIL, 2008).

### **Life and formation trajectories: narratives of the present time**

The concern with school education leads us to think and seek the constitution of intentional pedagogical relations developed by professional teachers who consider in their daily work the most diverse social configurations and their demands. This requires rethinking new didactics that can lead to different learning between/with different groups of students. In this regard, Gatti (2013, p. 55) stresses that: “It is necessary to transcend reified common sense, overcoming the usual meanings attributed to condemned pedagogical practices”<sup>17</sup>.

Corroborating the researcher's considerations and provoked by the reasons presented, we feel compelled to know the work aimed at the initial teacher formation carried out by the Grupo PET Connections of Knowledge at UFF. This Group studies, design and develops interdisciplinary projects in municipal schools in Niterói/RJ since 2014. To understand the details of the work they develop and contemplate the objectives outlined, we have the collaboration of Thaís, Tamires, Vinicius and Davi.

Among the 4<sup>18</sup> interviewed, Vinicius and Davi remained in that group until the end of graduation (December 2017). Thaís, for personal reasons, left in December 2017, that is, 2 semesters before the conclusion of her teaching degree and Tamires, who was integrated for 2 years, left in the first semester of 2017 for having been approved in the selection process for the Program of Scientific Initiation Scholarships (PIBIC, Portuguese initials).

The analysis of the answers provided gave rise to 3 categories formulated in accordance with the objectives of the investigation, however, in view of the restrictions imposed on the writing of the article, in this work we mention the information covered by one of them: “Knowledge and Pedagogical Practices in the Teaching Degrees”. Although this category consists of 5 questions, only two of them were addressed due to the same reasons: “Teaching Profession” and “Teaching Formative Practices”.

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<sup>17</sup> “É necessário transcender o senso comum reificado, superando os sentidos usuais atribuídos às práticas pedagógicas condenadas”

<sup>18</sup> Respondents gave written authorization to keep their names in the survey.

From the interviewees' narratives, we seek to highlight the professional senses of those involved, articulating them to the actions and studies carried out by the Group. We asked the interviewees what they thought about the teaching profession before and after participating in the PET Group and if their opinion has changed in that period, we asked them to explain what were the situations/experiences that interfered with this change.

In Thaís' view, participating in the PET Group favored the understanding of what it means to be a teacher. A vision that I had not yet experienced in the internships. In the student's words:

[..] now I was in a classroom in front of a class, but the conception of what it means to be a teacher has changed. And I discovered that being a teacher is not just being a teacher, but it is much more. Like... [Pause with strong breath] as I said in the Education subjects, in PPE, I went to the classroom, I had a contact with the school, but with PET the contact is similar, but it brought different experiences and visions of what the classroom is. Then, I understood in practice, what it means to be a teacher. Obviously that throughout the project period, we are not just the PET Group and the class, there is always the presence of teachers there with us, there is always this interaction, this exchange of teachers [...]. This for me was a game changer, so, in my decision to be a teacher and develop the work of a teacher that is not just a job, right? But there are life lessons that we learn, we graduate. Because at PET, we do a lot of research, it has a very theoretical foundation, before we go to the school environment, we study a lot about it, we read about it, we research different views about the classroom, about the school environment. [...] That's it, it's this balance between the knowledge you study, what you learn through theorists, texts and the like, with the experience lived with the reality of the school [...] (THAÍS, 2018).<sup>19</sup>

Starting from Tamires' experience, the PET Group brought a new conception of the teacher's work in the classroom. It showed that to teach and be a good teacher, it was not enough to know the subject well, transmit it and hope that the student kept an eye on his explanations so that he could learn. In this context of living with the Group, in the period of getting closer to the school, she started to establish bonds with the students and to know the reality not only of

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<sup>19</sup> [...] agora eu me encontrava numa sala de aula a frente de uma turma, mas mudou a concepção do que é ser professor. E eu descobri que ser professor, não é só ser professor, mas é muito mais. Assim... [Pausa com respiração forte] como eu falei nas matérias de Educação, na PPE, eu fui para a sala de aula, eu tive um contato com a escola, mas com o PET é parecido o contato, mas ele me trouxe experiências e visões diferentes do que é a sala de aula. Aí, eu entendi na prática, o que é ser um professor. Óbvio que em todo o período do projeto, a gente não fica somente o Grupo PET e a turma, sempre tem a presença dos professores ali com a gente, sempre tem essa interação, essa troca dos professores [...]. Isso para mim foi um divisor de águas, assim, na minha decisão em ser professora e desenvolver o trabalho de professora que não é só um trabalho, né? Mas são lições de vida que a gente aprende, a gente se forma. Porque no PET, a gente pesquisa muito, tem um embasamento teórico bem grande, antes da gente ir para o ambiente escolar, a gente estuda muito sobre ele, a gente lê sobre ele, nós pesquisamos olhares diferentes sobre a sala de aula, sobre o ambiente escolar. [...] É isso, é esse equilíbrio entre o conhecimento que você estuda, que você aprende através dos teóricos, de textos e afins, com a experiência vivida com a realidade da escola [...] (THAÍS, 2018).

the classroom, but also of the relations between the subjects, making this moment fundamental to recognize that the profession goes beyond the limits of knowing the subject well.

So, for me, before PET, I thought that the teacher was the one who had the knowledge. Anyway, the only function was for us to come to the classroom to teach and that's it, there was no need to discuss other things besides the subject [...]. That conception was the right one! I'm going to graduate, go to a school and teach an expository class. I'm not even going to copy it on the board, I just say it! I will understand the content and who learned it, I pass the exercise. And whoever learned, learned! What you haven't learned, patience! But after PET, I saw that the school had other conceptions and that it was not just my profession that mattered within the school context. But, the students, the problems that arise at school, the problems that arise in the students' homes, the problems that arise in society. So, these problems, PET made me realize the world that crosses at school [...]. That the school is the space for the intersection of cultures. And then, with this crossover issue, it was where I realized that it was not just my profession that mattered in the school space. But, cultures! The different cultures that have emerged! And then, I thought ... Wow! I will be a teacher, but I cannot be a teacher who simply holds all the content [...] (TAMIREs, 2018).<sup>20</sup>

We verified from the reports that the understanding of the teaching profession has been expanded/reformulated/reframed as the activities of the PET Group have been happening. In unveiling their perceptions about these changes, the value that they attribute to collective action as a positively relevant aspect draws attention, indicating and reinforcing its value for the composition of 'becoming a teacher'.

In order to deepen the understanding of teaching knowledge and its relation with initial formation and professional performance, we asked respondents to answer the following question: Based on the experiences caused by the PET Group and based on the activities experienced during graduation, what are the main problems that you believe school teachers face when they start working and need to be addressed by teaching degree courses?

Vinícius understands that teaching degree courses need to review the integration of theory with practice, enabling, from the disciplines responsible for the internships (Research

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<sup>20</sup> Então, para mim, antes do PET, eu achava que o professor era aquele que detinha o conhecimento. Enfim, a única função era a gente chegar na sala dar aula e pronto, não precisava discutir outras coisas além da matéria [...]. Essa concepção era a certa! Eu vou me formar, vou para uma escola e dar aula expositiva. Eu nem vou copiar no quadro, só falo! Vou entender o conteúdo e quem aprendeu, passo o exercício. E quem aprendeu, aprendeu! O que não aprendeu, paciência! Mas depois do PET, eu vi que a escola tinha outras concepções e que não era só a minha profissão que importava dentro do contexto escolar. Mas, os alunos, os problemas que surgem na escola, os problemas que surgem na casa dos alunos, os problemas que surgem na sociedade. Então, esses problemas, o PET me fez perceber o mundo que se cruza na escola [...]. Que a escola é o espaço de entrecruzamento de culturas. E aí, com essa questão do entrecruzamento foi onde que eu percebi que não era só minha profissão que importava no espaço escolar. Mas, as culturas! As diferentes culturas que surgiram! E aí então, eu pensei que... Nossa! Eu vou ser uma professora, mas eu não posso ser uma professora que simplesmente detém todo o conteúdo [...]. (TAMIREs, 2018).

and Teaching Practice – PPE, Portuguese initials), an experience that provides this direct contact with the reality of the school.

Actually, I think that from the experience I had in undergraduate courses, including my course, it is that it does not prepare for the classroom. Because as I said, PPE happens with a totally bad structure and this is a big problem. So I'm not saying that the problem is only with PPE. I think it should be different, but the problem with all the integration between the teaching degree and bachelor's degree disciplines. What will slide into the PPE, because there is a practice space that ends up happening the wrong way and we don't see things as we do in PET, you know? For example, in the Didactics discipline I made a lesson plan, but I did not put it into practice [...]. At PET, I did it all! I planned a project that consists of several integrated classes, I implemented this project. So, I know what went wrong, what went right for it. I had a relation with the school teachers. So, like it or not, I can already get a sense of what this environment is like, which is not an easy environment. Many first-time teachers suffer a lot, sometimes they can't stand it, they have mental health problems. Because it is heavy, not only that teacher room environment, but the classroom. So, I was also in the classroom, I was able to do this teamwork. Which is really important and few people have this opportunity in this environment (VINÍCIUS, 2018).<sup>21</sup>

In this experiential relation with PET, Davi warned that the University-School relation is precarious, and it is necessary to rethink new attitudes, aiming to contribute to overcoming what he calls 'pedagogical loneliness'.

[...] we also observe a large number of evasions that occur within the teaching degree courses which is something like, very complicated. [...] So, I think the first point is that the teaching degree has to show students that it is something that is not easy. So, if you are choosing this, you have to be aware that it will not be easy, it will be exhausting, it will be difficult and it will be a struggle every day. So, after the teaching degrees point out and understand what are the processes that make our practice precarious, what comes to remedy is a collective struggle for the public school, for education, for the appropriate salary floor for the teacher with a career plan. But in addition, perhaps the word would not be an agreement, but a bridge between the University and the School, PET managed to do that, which I think PIBID can do and other university policies can do too, but in my opinion they are minimal, it is to unite

<sup>21</sup> Realmente, eu acho que pela experiência que eu tive nos cursos de licenciatura, inclusive no meu curso, é de que ele não prepara para a sala de aula. Porque como eu disse, a PPE acontece com uma estrutura totalmente ruim e esse é um grande problema. Não tô dizendo, assim, que o problema é só na PPE. Eu acho que deveria ser diferente, mas o problema de toda a integração entre as disciplinas de licenciatura e do bacharelado. O que vai resvalar na PPE, porque ali é um espaço de prática que acaba acontecendo de forma errada e a gente não vê as coisas como a gente vê no PET, sabe? Por exemplo, na disciplina de Didática eu fiz um plano de aula, mas eu não coloquei ele em prática [...]. No PET, eu fiz tudo isso! Eu planejei um projeto que são várias aulas integradas, eu implementei esse projeto. Então, eu sei o que deu errado, o que deu certo nele. Eu tive uma relação com os docentes da escola. Então, querendo ou não, dá para eu já ter uma noção de como é esse ambiente que não é um ambiente fácil. Muitos professores de primeira viagem sofrem muito às vezes não aguentam, têm problemas de saúde mental. Porque é pesado, não só aquele ambiente de sala de professor, mas a sala de aula. Então, eu também estive dentro da sala de aula, pude fazer esse trabalho em equipe. O que é muito importante e pouca gente tem essa oportunidade nesse meio (VINÍCIUS, 2018).

the two worlds, the two communities, the university and the school, understanding them as knowledge producers and that they cannot be distant. [...] The university present at the School and the School present at the University, it is possible to think of means, instruments and tools that help to remedy this precariousness of the teacher. Because normally, he leaves the University and enters the Public School, sometimes he continues his education, but he is often helpless pedagogically, psychologically, epistemologically and theoretically. So, your practice starts to be just execution. And the University, from these projects, contacts in various ways and at various levels of degrees with teachers with experience or those who have recently started in Basic Education, is extremely important to strengthen the teaching identity [...]. So, I think that the University and the School getting closer, will contribute a lot to the improvement of this pedagogical loneliness, of this teaching loneliness [...] in a way like this, more macro, in general, we put it like this, as a criticism of University, this lack of contact in the School [...] to build formative processes, processes of transformation of the educational reality, which, yes, start from them and us, in collective [...]. (DAVI, 2018).<sup>22</sup>

Considering what has been said, can we say that it would be beneficial to involve teaching degree students in activities that include mechanisms for the formation of professional *habitus* in teaching degree courses?

For Perrenoud (2001, p. 175), this aspect cannot be neglected, considering that

[...] all the interactive formation mechanisms and all forms of cooperation and teamwork can not only stimulate a practice, but also prepare procedures for explanation and [...] interpretation previously included in a dialogue.<sup>23</sup>

<sup>22</sup> [...] a gente observa também, um grande número de evasão que ocorre dentro das licenciaturas que é algo assim, muito complicado. [...] Então, acho que o primeiro ponto é que a licenciatura tem que mostrar aos estudantes que é algo que não é fácil. Então, se você está escolhendo isso, você tem que ter a noção de que não vai ser fácil, vai ser desgastante, vai ser difícil e vai ser uma luta a cada dia. Então, após as licenciaturas apontarem e entenderem quais são os processos que precarizam a nossa prática, o que vem a sanar é uma luta coletiva pela escola pública, pela educação, pelo piso salarial adequado para o professor com plano de carreira. Mas além disso, talvez a palavra não seria um convênio, mas uma ponte entre Universidade e Escola, que o PET conseguiu fazer isso, que eu acho que o PIBID também consegue e outras políticas universitárias também conseguem, mas na minha opinião são mínimas, é de unir os dois mundos, as duas comunidades, a universitária e a escolar, entendendo-as como produtoras de conhecimento, produtoras de saberes e que elas não podem estar distantes. [...] A universidade presente na Escola e a Escola presente na Universidade, é possível pensar em meios, instrumentos e ferramentas que ajudem a sanar essa precarização do professor. Porque normalmente, ele sai da Universidade e entra na Escola Pública, algumas vezes ele assim, dá continuidade na sua formação, mas muitas vezes está desamparado pedagogicamente, psicologicamente, epistemologicamente e teoricamente. Então, a sua prática começa a ser somente a execução. E a Universidade, a partir desses projetos, os contatos de várias formas e de vários níveis dos licenciamentos com os professores com experiência ou aqueles que iniciaram de uma forma recente na Educação Básica, é extremamente importante para fortalecer a identidade docente [...]. Então, eu acho que a Universidade e a Escola se aproximando, vai contribuir muito para a melhoria dessa solidão pedagógica, dessa solidão docente [...] de uma forma assim, mais macro, no geral, a gente coloca assim, como crítica à Universidade, essa falta de ter contato na Escola [...] para construirmos processos formativos, processos de transformação da realidade educacional, que sim, parte deles e de nós, em coletivo [...] (DAVI, 2018).

<sup>23</sup> [...] todos os mecanismos de formação interativos e todas as formas de cooperação e de trabalho de equipe podem não só estimular uma prática, mas também preparar condutas de explicação e [...] interpretação antes inscritas em um diálogo.

Based on this assumption and recognizing that “[...] in a profession in which the whole professional culture prepares, above all, to work behind closed doors”<sup>24</sup> (Idem), as is the case of the teaching profession, the researcher recommends that the relation between the subjects integrated into the formation field should be guided by 'a contract' in which the participants are ready to learn from each other.

Corroborating this statement, Davi stressed the importance of dialogue between the University and the School, considering that the exchange of experiences between both will contribute to the growth of those involved. He also considered that the predominant distance in his experience as a teaching graduate was negative, because “[...] he distanced those who have experience from those who contribute to the construction of teaching knowledge”<sup>25</sup>.

Another relevant factor pointed out by Davi is the “dropout from teaching degree courses”, also presented by Vinícius, who states that having a scholarship through the Program contributed to his permanence at the University, however, he made it clear that living with the Group and the Tutor provided a relation of complicity and dialogue, unlike the cold relation that most of the time happened at the University. He recognized that he experienced the shortcomings of the public school and the challenges that the teacher has to face, taking on roles for which he was not formed.

It is clear to you and me, too, that it has to do with. I think that first because of the issue like this... I already hit the key, the material issue, the practice of being a scholarship. A scholarship that you can take to the end. And more than that, speaking more specifically of the Group, of our tutor who collaborates a lot for this. She's very understanding, you know? [...] Then that's it! PET was important for my stay at the university, I think also for many colleagues who were there and who are still there. And it brought the importance that we have, inside the classroom, for the permanence of students in school. I think this is the most important thing (VINÍCIUS, 2018, our highlights).<sup>26</sup>

In our understanding, contemplating and enhancing the University-School relationship presupposes creating, in formation and in the workplace, conditions that allow the future teacher to develop professionally 'from', 'through' and 'to practice' (CHARLIER, 2001). Recognizing that the future teacher can learn ‘from’ practice requires understanding that it will be the starting

<sup>24</sup> “[...] em um ofício em que toda a cultura profissional prepara, sobretudo, para se trabalhar de porta fechada”

<sup>25</sup> “[...] distanciou aqueles que têm experiência daqueles que contribuem para a construção do saber docente”

<sup>26</sup> Está claro para você e para mim, também, de que tem total a ver. Eu acho que primeiro pela questão assim... já bati na tecla, a questão material, prática de ser uma bolsa. Uma bolsa que você pode levar até o final. E mais do que isso, falando mais especificamente do Grupo, da nossa tutora que colabora muito para isso. Ela é muito compreensiva, sabe? [...] Então, é isso! O PET foi importante pra minha permanência na universidade, acho que também pra muitos colegas que estiveram lá e que estão ainda. E trouxe a importância que a gente tem, dentro da sala de aula, pra permanência dos alunos na escola. Eu acho que isso é o mais importante (VINÍCIUS, 2018, grifo nosso).

point and support for your reflection on action, whether in relation to your own practice or that of your colleagues. He will also be able to learn ‘through’ when confronted with reality, posing as an actor and interfering in the demands of the situation, experimenting with new behaviors and discovering solutions relevant to the situation. And if the starting point is in action, you will learn ‘for practice’ insofar as you essentially value the learnings that had a direct impact on your professional life (Idem).

In other words, if I want to know how to do a job or use the most appropriate procedure, I need to learn it from those who do it. Tardif (2014) agrees with this perspective and believes that in the coming years the main challenge for teacher formation will be to open up more space for practical knowledge within the teacher formation itself.

In view of the testimonies outlined, we realized that participation in the PET Group seems to have been relevant in terms of valuing the subjectivity of its participants, caused by the feeling of freedom and autonomy cultivated in the course of work. In this scenario, knowledge assumes considerable value, since it derives from a personal and at the same time social act, constituted in a collective and autobiographical process in which the subject interferes and refreshes the information and events according to the demands that arise, for through the sharing of ideas, their way of seeing the world and in connection with the purpose of each action to be taken. Therefore, it is in the interaction with the other, from its cognitive, cultural and emotional structures, changing the traditional view of the role of the schooled institution that bridges are established between the subjects of learning and the knowledge produced and mobilized that remain in constant movement (CUNHA, 2016; TARDIF, 2014).

## **Final considerations**

Although the results of this investigation are thought-provoking, we consider that improvements must be implemented in view of the value attributed to its methodology and in view of the insistent questions about the place of teaching degrees in HEIs and in the formation of future teachers of basic education. The set of data analyzed, the study of selected works and our experience as educators of teachers lead us to defend the idea that programs aimed at teacher education are relevant and necessary, serving as important allies to teaching degree courses. For this, it is essential that there is a strong articulation with the public school, through the configuration of institutional agreements established between universities, education departments and schools, for which teachers and students of the institutions involved are heard

and co-responsible for the weaving of the intricacies of these agreements, having in view of the accumulated knowledge and the mastery of the regional/local specificities they already have.

It is with this understanding that we consider the formative space of Grupo PET Connections of Knowledge as a propitious field for the development of learning about the profession of teacher, in which the subjects have the chance to constitute, review and formalize professional knowledge.

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