

**PIBID SCHOLARSHIP OF GRADUATES IN CHEMISTRY HOLDER'S
PERCEPTION: CONTRIBUTIONS TO STARTING FORMATION**

***PERCEPÇÕES DE BOLSISTAS DO PIBID DE LICENCIATURA EM QUÍMICA:
CONTRIBUIÇÕES NA FORMAÇÃO INICIAL***

***PERCEPCIONES DE LOS BECARIOS DO PIBID DE LOS GRADUADOS EN
QUÍMICA: CONTRIBUCIONES EN LA FORMACIÓN INICIAL***

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ABSTRACT: This research aims to understand how Pibid's experiences on the Undergraduate Course for Teaching Certificate in Chemistry at Araquari IFC campus have contributed on the starting formation of teachers. The approach used is qualitative regarding descriptive analysis and interpretation. The techniques employed to the data output were a survey and two focal groups consisting in twenty (20) Pibid scholarship holders. The results imply that the carried-out experiences have contributed to value the teaching practices, articulating theory and action on the context of the formation process developed on the educational reality. Furthermore, the Program promotes to the scholarship holders, from the teaching experiences, the perception of feeling like a teacher.

KEYWORDS: Pibid. Starting formation. Training processes.

RESUMO: *Este estudo tem o objetivo de compreender como as experiências do Pibid do Curso de Licenciatura em Química do IFC – Campus Araquari contribuem no processo de formação inicial docente. A abordagem é qualitativa, de perspectiva analítico-descritiva e interpretativa. As técnicas utilizadas para a produção de dados foram o questionário semiestruturado e dois grupos focais com vinte (20) bolsistas do Pibid. Os resultados permitem inferir que as experiências realizadas no Pibid contribuem para valorizar as práticas docentes, articulando teoria e prática no contexto das dinâmicas formativas desenvolvidas na realidade escolar. Além disso, o Programa promove, a partir das experiências docentes, a percepção de ser e se sentir professor.*

PALAVRAS-CHAVE: *Pibid. Formação inicial. Processos formativos.*

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RESUMEN: Este estudio tiene el objetivo de comprender como las experiencias del Pibid del curso de licenciatura en Química del Instituto federal Catarinense – IFC campus Araquari contribuye en el proceso de formación inicial de docentes. El abordaje es cualitativo de perspectiva analítico descriptivo e interpretativo. Las técnicas utilizadas para la producción de datos fueron el cuestionario semiestructurado y dos grupos focales de veinte (20) becarios del Pibid. Los resultados permiten concluir que las experiencias realizadas en el Pibid contribuyen para la valorización de las prácticas docentes, articulando teoría y práctica en el contexto de las dinámicas formativas desarrolladas en la realidad escolar. Además, el programa promueve en los becarios, a partir de las experiencias docentes, una percepción de ser y sé sentir profesor.

PALABRAS CLAVE: Pibid. Formación inicial. Procesos formativos.

Introduction

The discussion about teacher training began to gain strength in the 1990s, and since then, authors such as Nóvoa (1995; 1999), Tardif (2012), Tardif and Lessard (2011), Gatti, Barreto and André (2011); Garcia (1999), Pimenta (1997; 2012) develop researches that provoke reflection on the formative processes to teaching. Programs such as Parfor (National Program for Basic Education Teacher Training) (BRAZIL, 2009), UAB (Open University of Brazil) (BRAZIL, 2006), the Institutional Program of Teaching Initiation Scholarship (Pibid) (BRAZIL, 2007) and the Pedagogical Residency Program (RP) (BRASIL, 2018) began to be implemented in recent decades as possibilities to guide the dynamics of training in undergraduate courses in Brazil. In this sense, these Programs provide an opportunity for the articulation between theory and teaching practice, i.e., they enable the development of the inseparability between science (theory) and practice in education as educational and social praxis (PIMENTA, 2012).

Since the creation of Pibid in 2007, the Program has made it possible to raise the quality of academic practices aimed at initial training in undergraduate courses, providing opportunities for the integration of Higher Education Institutions (IES) with basic education, causing an intense dialogue between educators and trainees. Thus, we corroborate the perspective of Brito (2017, p. 160):

PIBID, within the scope of the current policies for national education, consists of a program that has been constituted to problematize this scenario, understand the demands it presents and seek new paths for a teacher training policy, especially in the Basic Education modality, which has raised (re)structuring of the curricula of the Undergraduate courses. In this sense, it is not too much to say that the PIBID is a program that bets on the construction of a new teacher identity by creating a conception of knowledge based on the

interaction between university and school that intends to promote a new social representation of the teacher and his/her identity.

Through this contextualization, the problem of the present research was defined, taking into account recent studies related to Pibid, such as: Sousa and Gomes (2021); Silva (2019); Souza (2018) and Barros (2018). Considering the current context of teacher education in the Federal Institute of Education, Science and Technology of Santa Catarina (IFC), the following question-problem was formulated: how do the experiences of Pibid in the Chemistry Undergraduate Course of the IFC - Araquari Campus contribute to the process of initial teacher education?

Given the above, the overall objective of this study is to understand how the experiences of the Pibid of the Chemistry Undergraduate Course of the IFC - Campus Araquari contribute to the process of initial teacher training, from the perceptions of the scholarship students participating in the Program.

Regarding the structure of this article, it is organized into three (3) sections and final considerations. The first section addresses the theoretical discussion, that is, it argues about the creation of the Program and about initial teacher training. The second section discusses the methodology used in the data analysis process. Finally, the third section presents the contributions of the Pibid Program in the process of initial teacher education.

Teacher training: the Pibid contexto

The insecurities at the beginning of the teaching career are often cited, and thus it becomes relevant to rethink how initial training is being operated in current curricula (GARCIA, 1999). The study by Gatti *et al.* (2014, p. 5) demonstrates a scenario of devaluation of the teacher over the last decades, due to the fact that "[...] problems have been posed regarding the structure and dynamics of the curricula of teacher training courses, [...] especially regarding the relations theory-practice, academic training - work in school". Thus, Pibid corroborates the conceptions of Nóvoa (1995), when he states the importance of the teacher training process in the construction of professional knowledge in the school context, since the training process should be shared among peers.

The teacher's formative process is based on his or her historical context, since it is necessary to take into account all his or her personal and professional experiences (NÓVOA, 1995). Based on this reflection, it is important to discuss and debate teacher education since initial training. In Pimenta's (1997, p. 10) perspective, initial teacher training "[...] can only

occur from the acquisition of experience (that is, taking existing practice as a reference for training) and reflecting on it. The future professional cannot constitute his know-how if not from his own doing".

With the devaluation of the teacher on the national scene, the public educational policy program Pibid was created in 2007, based on Law no. 11.502/2007 (BRAZIL, 2007), regulated in December 2007, by Normative no. 38 of the Ministry of Education. This law enabled the insertion in public schools, with the incentive of scholarships for the initiation to teaching, of students from undergraduate courses in public universities in Brazil.

This public educational policy was first directed to undergraduate areas with demand for teachers in the context of basic education (Chemistry, Physics, Biology and Mathematics), and soon after it covered all areas of knowledge, effectively starting in 2009. Since then, edicts, decrees and ordinances have been elaborated to reformulate and update the Program. In 2019, it was elaborated by the Coordination for the Improvement of Higher Level Personnel (CAPES), the Ordinance no. 259, of December 17, 2019, which disposes on the regulation of the Pibid Program and Pedagogical Residency (BRAZIL, 2019).

Studies such as those of Amaral (2012); Weber *et al.* (2013) and Silva and Martins (2014) reiterate the importance of the program in teacher education, especially in broadening the discussions about the need for university-school rapprochement, contributing to the critical and contextualized training of the chemistry undergraduate. Thus, Pibid can be considered a locus for the articulation between theoretical and practical knowledge and a protagonist in the process of constructing the teaching identity of teachers in this area of knowledge.

In the next section we will present the methodological procedures, as well as the instruments used and participants of this research.

Methodological Procedures

This research is characterized as qualitative approach, since it makes it possible to understand the contexts and all the complexity of the educational environment (MINAYO, 2015). Based on the perception of undergraduate students in Chemistry, scholarship students participating in Pibid, we used two instruments as procedures for data production, which we mention: the semi-structured questionnaire and the focus group.

The semi-structured questionnaire was applied to identify the profile of the subjects and their considerations about the process of initial training within the scope of Pibid. According to Gil (1999, p. 128), the questionnaire can be defined as "[...] an investigation technique

consisting of a greater or lesser number of questions presented in writing to people, with the objective of obtaining knowledge about opinions, beliefs, feelings, interests, expectations [...]"

The focus groups were carried out in order to observe the perceptions of the research fellows as to the pedagogical practices developed in Pibid. The focus group technique is approached as a technique that

[...] allows us to understand processes of construction of reality by certain social groups, understand everyday practices, actions and reactions to facts and events, behaviors and attitudes, constituting an important technique for the knowledge of representations, perceptions, beliefs, habits, values, restrictions, prejudices, languages and symbologies prevalent in dealing with a given issue by people who share some traits in common, relevant to the study of the problem addressed. (GATTI, 2012, p. 11).

The subjects involved were 20 scholarship students from the Undergraduate Chemistry course. The participants were characterized as: Pibidiano01AraqGrupo01; Pibidiano01AraqGrupo02, until all were so identified. This research is affiliated to the analytical-descriptive perspective of interpretive nature. According to Gomes (2015, p. 80), "[...] when analyzing and interpreting information generated by a qualitative research, we must walk as much in the direction of what is homogeneous as in what is differentiated within the same social environment.

The categorization of data was through the "content analysis", in which three (3) axes of analysis were created, built *a posteriori*, according to Bardin (2011), taking place as follows: Phase 1) Pre-analysis; Phase 2) Exploration of the material, defining the categories and axes of analysis and; Phase 3) Treatment of the results obtained and their inferences. The cited phases allowed to perform the coding technique, i.e., the classification and aggregation of the data produced, leading to the construction of the *a posteriori* axes (BARDIN, 2011).

After the careful analysis of the statements in the focus groups, we categorized three (3) axes of analysis, which are directly related to the objectives of the Program, such as: a) Greater possibility of knowledge of pedagogical practices from the contact with the daily school life; b) Approximation of the university with the public school through the articulation of theory and practice and; c) The perception of the fellows in being/feeling like a teacher through the participation in the Pibid Program.

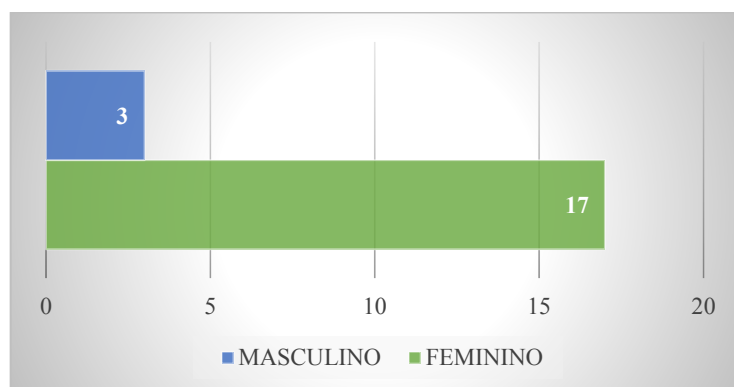
Before producing the data, the research was submitted to the Committee for Ethics in Research with Human Beings of Federal Institute of Education, Science and Technology of Santa Catarina - IFC Campus Camboriú. It was approved on the date of August 21, 2019, with opinion 3,170,694. All subjects of this research signed the Free and Informed Consent Form,

in order to authorize the use of their testimonies in the process of analysis and interpretation of this research.

What the data reveals

In relation to the gender and age of the fellows analyzed, we can see in Graphs 1 and 2 the following configuration:

Graph 1 – Gender³



Source: Prepared by the authors

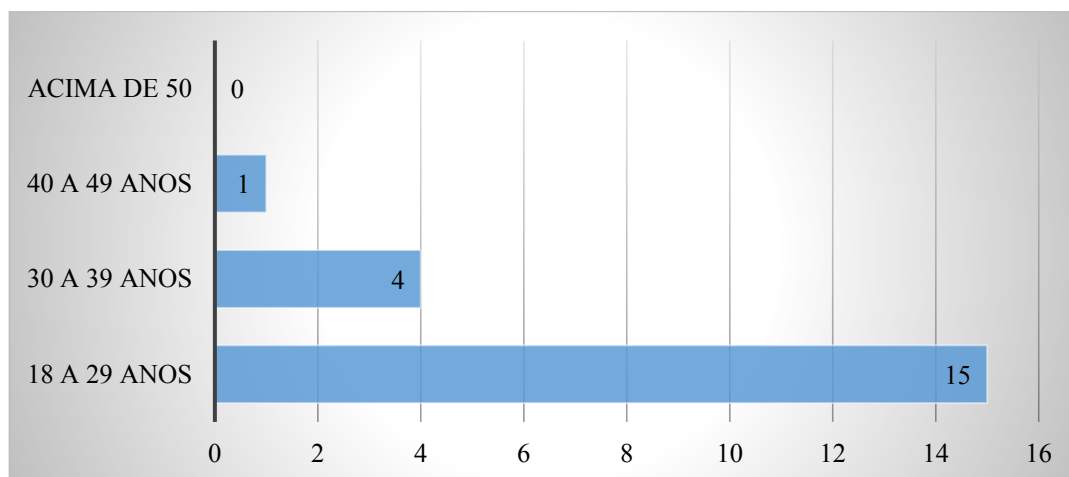
Given the information collected, Chart 1 represents the predominance of women in the Pibid Subproject of the IFC - Araquari Campus, reinforcing data from higher education that indicate 70.6% of students attending undergraduate courses in Brazil are female, against 29.4% of the male public (INEP, 2018). The ascendancy of women in higher education courses in Brazil occurs since the 1950s, demonstrating that the female presence in higher education is articulated to a growing search for autonomy and better job openings in contemporary times (BONINI, 2011).

Education is a fundamental pillar for a more democratic and egalitarian society, in which the participation of women in higher education plays a key role in building female autonomy, also reflecting in their independence in the field of work. Within this pluralistic perspective, studies by Vanzuita (2018) and Raitz and Petters (2008) reiterate the predominantly female presence in their research related to higher education and professional insertion, corroborating with the data found here. Therefore, as Machado (2019) states in her study on the relationship of higher education, work, and autonomy, the role of higher education is present in women's

³ MASCULINO = MALE; FEMININO = FEMALE

struggle to achieve autonomy, just as education is an essential tool for a more just and equal society.

Graph 2 – Age⁴



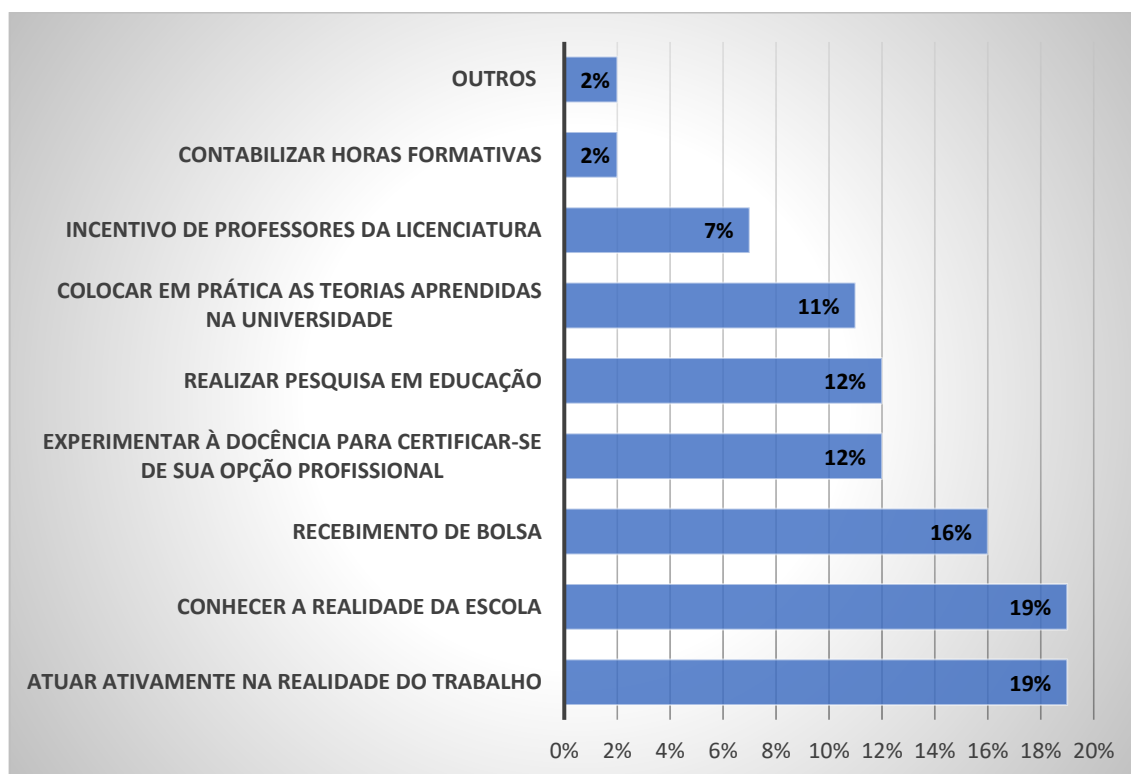
Source: Prepared by the authors

As shown in Graph 2, age is an important characteristic for evaluating how young people hold the largest number of places in higher education. In the present study, we see that the prevalent age of the students in the Undergraduate Chemistry course belonging to the Program is between 18 and 29 years old, representing 75% of the research sample. In this case, the occupation of vacancies by young people in the undergraduate Chemistry Degree course is observed as a process that is based on ways of living and professional construction, in the articulated dynamics of training and professional insertion in the context of the initiation to teaching (VANZUITA, 2018).

According to the census of Higher Education published by Inep, 58% of higher education enrollments are for Bachelor's degree courses. The relevant point to note is that, in the ranking for the choice of degrees, the Degree course in Chemistry is in 10th place in the number of enrollments, with only 2.4% of them, as well as presenting a high rate of student dropout (BRAZIL, 2018).

The data presented in Graphs 3 and 4 were collected through the questionnaire, in which the students could mark up to 3 options as answers. The Graph below reveals the motivations for participating in the Pibid Program.

⁴ ANOS = YEARS OLD; ACIMA = ABOVE

Graph 3 – Reasons for taking part in do Pibid⁵

Source: Prepared by the authors

Given the data collected, it was found that to actively act in the reality of the teaching work, as well as to experience teaching and know the school reality, are the reasons that appear as the most relevant, thus corroborating the perspective of Nóvoa (1995), which considers that the activities experienced in everyday school cause the approximation with the reality of their future profession. The study of Tardif (2012, p. 285) also reiterates this conception, stating that:

The notion of experience has several meanings for teachers, but in general, it designates the notion of truth of their practical experience. Experience refers to learning and to the progressive mastery of work situations in the course of everyday practice. It is qualifying. Even today, teaching is learned, in good measure, by teaching.

⁵ OUTROS = OTHERS; CONTABILIZAR HORAS FORMATIVAS = ACCOUNTING TRAINING HOURS; INCENTIVO DE PROFESSORES DA LICENCIATURA = ENCOURAGEMENT OF UNDERGRADUATE TEACHERS; COLOCAR EM PRÁTICA AS TEORIAS APRENDIDAS NA UNIVERSIDADE = PUT INTO PRACTICE THE THEORIES LEARNED AT THE UNIVERSITY; REALIZAR PESQUISA EM EDUCAÇÃO = CARRYING OUT RESEARCH ON EDUCATION; EXPERIMENTAR A DOCÊNCIA PARA CERTIFICAR-SE DE SUA OPÇÃO PROFISSIONAL = EXPERIENCE TEACHING TO BE SURE OF YOUR PROFESSIONAL CHOICE; RECEBIMENTO DE BOLSA = GETTING A SCHOLARSHIP; CONHECER A REALIDADE DA ESCOLA = GETTING TO KNOW WHAT A SCHOOL IS LIKE; ATUAR ATIVAMENTE NA REALIDADE DO TRABALHO = ACTING IN THE WORK ENVIRONMENT.

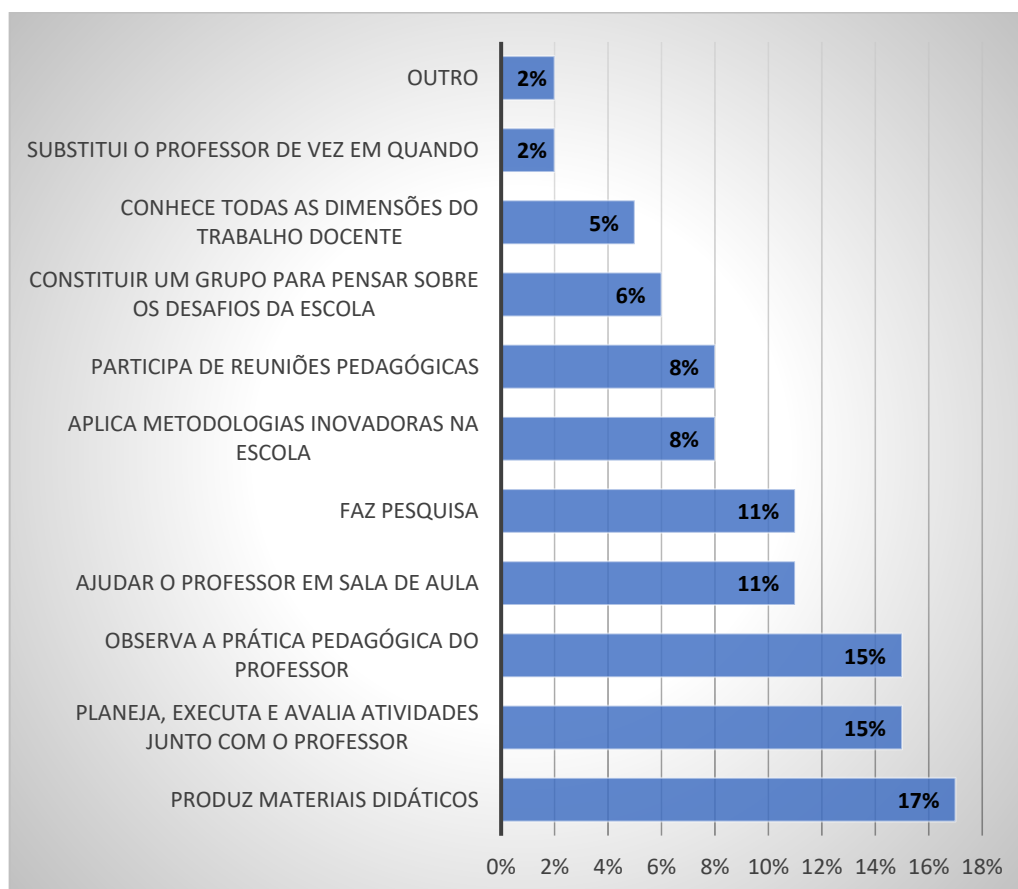
Receiving a scholarship also appears as an option mentioned, revealing that the offer of a paid scholarship can help the student stay in the undergraduate program and in the Program. The dropout rate in undergraduate Chemistry courses is high, i.e., between 2010 and 2015, the indicator was 55.4% (INEP, 2018). With the low enrollment rate in undergraduate courses and the high number of dropouts, the study by Gatti et al. (2014) points out that financial remuneration appears as a benefit for staying in the Program, as well as in the undergraduate course.

Another aspect that can collaborate with the permanence of the undergraduate in the chemistry course is in the approximation with the future profession, pointed out in the 2009-2013 Management Report of DEB/CAPES (BRAZIL, 2014, p. 56):

[...] the main contribution of Pibid for undergraduate courses is the greater articulation between theory and practice, a problem faced in different undergraduate courses and, in this particular case, in undergraduate courses. This fact contributes to the undergraduate student's acquiring knowledge related to teaching in the place where he will work in the future: the school. In this sense, Pibid contributes significantly to enhance teacher training in the school environment, bringing new elements to undergraduate courses.

Graph 4 represents the activities developed under Pibid and that were mentioned by the initiation to teaching scholarship holders.

Graph 4 – Most performed activities in the Pibid Program⁶



Source: Prepared by the authors

It can be observed that the activities most frequently developed by the fellows are the actions performed in the daily school life, such as producing materials, planning and evaluating situations, which are also close to some objectives of Pibid, according to Ordinance No. 45, March 12, 2018:

To raise the quality of initial teacher training in undergraduate courses, promoting the **integration between higher education and basic education**;
To insert undergraduates into the daily life of schools in the public education system, providing them with opportunities to create **and participate in**

⁶ OUTROS = OTHERS; SUBSTITUIR O PROFESSOR DE VEZ EM QUANDO = STANDS IN FOR THE TEACHER ONCE AND A WHILE; CONHECE TODAS AS DIMENSÕES DO TRABALHO DOCENTE = KNOWS ALL THE DIMENSIONS OF TEACHING WORK; CONSTITUIR UM GRUPO PARA PENSAR SOBRE OS DESAFIOS DA ESCOLA = FORM A GROUP TO THINK ABOUT THE CHALLENGES OF THE SCHOOL; PARTICIPA DE REUNIÕES PEDAGÓGICAS = PARTICIPATES IN PEDAGOGICAL MEETINGS; APLICA METODOLOGIAS INOVADORAS NA ESCOLA = WORKS WITH INNOVATIVE METHODOLOGIES AT SCHOOL; FAZ PESQUISA = CARRIES OUT RESEARCH; AJUDAR O PROFESSOR EM SALA DE AULA = HELPING TEACHERS IN THE CLASSROOM; OBSERVA A PRÁTICA PEDAGÓGICA DO PROFESSOR = OBSERVES THE TEACHER'S WORK; PLANEJA, EXECUTA E AVALIA ATIVIDADES JUNTO COM O PROFESSOR = PLANS, EXECUTES AND EVALUATES ACTIVITIES TOGETHER WITH THE TEACHER; PRODUZ MATERIAL DIDÁTICO = CREATES TEACHING MATERIAL

methodological, technological, and practical teaching experiences of an innovative and interdisciplinary nature that seek to overcome problems identified in the teaching-learning process and **contribute to the articulation between theory and practice** necessary for the training of teachers, raising the quality of academic actions in undergraduate courses (BRAZIL, 2018, our emphasis).

In this manner, complying with the proposals of the Program, we see that the perceptions of the fellows as to the activities carried out in the Pibid have an approximation to the objectives mentioned, that is, enabling the fellows to qualify the teaching practices experienced in the daily routine of schools during their initial training. Sousa and Gomes (2021) state that building and applying the activities carried out in the Pibid Program provide the opportunity to develop different languages in the teaching-learning relationship, which contributes to the scholarship students' innovative and critical-reflective training. The research of Weber *et al.* (2013) pointed out that the Pibid undergraduate chemistry fellows considered that the learning of new methodologies or didactic instruments contributed and provided the deepening of pedagogical training in that context. Thus, Tardif and Lessard (2011 p. 285) reiterate that the "[...] concrete knowledge of work is from its realization. Therefore, one learns teaching on the spot".

For this reason, the pedagogical practices in the scope of public elementary schools, developed by the initiation to teaching fellows, allow the elaboration of teaching resources and the (re)construction of knowledge through research as an educational principle, since these aspects were mentioned by the fellows in the questionnaire. The formative process through this logic can provoke authorship, the elaboration of thought and knowledge, as well as one's own pedagogical project (DEMO, 2008).

Scholars' perceptions in the focus groups

Based on the content analysis technique of the analyzed reports, we structured three (3) central analysis axes that proved relevant due to their incidence in the comments of the subjects who participated in the focus groups. The a posteriori created axes of analysis were: a) Possibilities of knowledge of pedagogical practices by means of contact with daily school life; b) Bringing the university closer to public school through the articulation of theory and practice and; c) The perception of the research fellows in being/feeling like a teacher starting from the participation in the Pibid Program. The analyses will be developed from now on.

Starting from the first axis created: **Possibilities of knowledge of pedagogical practices by means of contact with daily school life**, we identified that the fellows realize that

the experiences of the Program provide possibilities of practicing actions in daily school life, exercising since their initial training the teaching work, as we can see in the reports below:

In my view, I see that it is an exchange, we learn and also teach, so it is a moment when we are seeing the reality of the teacher and students in public school and when we are inside the classroom, having class (university), it is all very abstract, Pibid gives us this (Pibidiano7AraqGroup1 - our emphasis). It is important for when we become teachers and when we go to teach, we will not be hit, we will have surprises like every profession, but we will already be prepared [...] (Pibidiano9AraqGroup2 - our emphasis). It is an opportunity for us to learn as a teacher. So, we can see the mistakes and successes for when we get into the classroom, as a teacher, you already have a base to be able to teach. You don't just start from scratch, at least you will have something more, an experience (Pibidiano11AraqGroup2 - our emphasis).

It is possible to identify in the reports the appreciation of the insertion in the daily school life that Pibid provides, due to the fact that the fellows do not only observe themselves as spectators inside the school, but, however, perceive themselves as subjects who participate in the teaching profession and education, making them feel like teachers, that is, alleviating the impacts and challenges related to the first years of teaching. Based on these data, from the perspective of Tardif and Lessard (2011), one of the dimensions of the teaching work is experience, which is understood as repeated or experienced situations, especially in the educational environment.

In this sense, experiencing teaching since the process of initial training is considered an investment that promotes professional socialization while still in initial training, causing more security in the processes of transition from university to entering the world of work in the context of teaching (TIBOLA; RAITZ; AQUINO, 2020; VANZUITA, 2021; VANZUITA; RAITZ; GARANHANI, 2020).

The second axis of analysis identified in the statements of the research fellows was: **Approximation of the university with the public school through the articulation of theory and practice**. The reports of the participating fellows demonstrated the perception of the approximation of the theory developed in the university space with the reality of public school (practice), through the Pibid activities, such as:

Everything we see in the didactic subjects in our classes we can put into practice, in the interaction with students. We see that many things we learn in theory do not work out in practice (Pibidiano6AraqGroup1).

So, I think so, because the theory we learn at the university we can put into practice together with the students, helping them with their doubts (Pibidiano4AraqGroup1 - our emphasis).

I also believe that there is a very nice contribution, we have subjects such as PPE (Research and Educational Processes), for example, from this research in the undergraduate course we end up developing some methodologies, such as workshops, didactic sequences. So, we see a lot of theory and end up applying it to our own class, but it is different from applying it to a high school student, within the reality of high school that Pibid ends up giving us. So, in this sense, I see it as very positive (Pibidiano16AraqGroup2 - our emphasis).

We identified in the statements of the fellows that they do not minimize the theory learned at university, but rather try to articulate it with the knowledge acquired in the practical experiences that Pibid provides. Nóvoa (1995) reinforces the presence of processes that value the experiences lived by the teacher himself/herself, in which he/she should assume the role of elaborator of knowledge and thought, that is, taking responsibility in learning as an author (DEMO, 2015). The statements of the fellows reiterate that the activities developed at the university, grounded in educational theory, provide opportunities to create innovative pedagogical practices in public schools. Nóvoa (1999) identifies this process as the "professional knowledge" of the teacher in training.

Thus, we argue that initial training processes need to bring about the intrinsic reconciliation between theory and practice. Theorists such as Tardif (2012); Nóvoa (1995; 1999); Gatti Barreto and André (2011); Gatti *et al.* (2014); Pimenta (2012) reveal that it is necessary to value teaching by bringing the university context closer to the school reality. Indeed, programs such as the Pibid are contributing with the perspective of bringing the students of the undergraduate course in Chemistry of the IFC - Araquari Campus closer to the context of teaching practice, due to provoke early professional insertion and develop in the scholarship students a critical and social reading of teacher education, thus linking theory and practice in the context of initiation to teaching.

The third axis of analysis observed in the reports of the fellows was: The perception of the fellows in being/feeling like a teacher after participating in the Pibid Program. By analyzing the reports, we noticed that the experiences lived in the Program contribute significantly to the approach to the future profession, that is, the period of initial training provides the teaching protagonism, as we can see in some statements below:

Pibid did help me in my decision to want to teach and become a teacher. Pibid together with the internship, but Pibid itself is better than the internship, it shows more the reality of the school (Pibidiano6AraqGroup1 - our emphasis).

A positive point was the first time I went into the classroom, we did several practical activities and so, every time we go to school they ask: 'do you always come? Ah, why don't you come every Wednesday?' It must be because they only see theory and we go with alternative methodologies, so, I think Pibid provides this, to think different things and they see us as a teacher (Pibidiano7AraqGroup2 - our emphasis).

During the practical activities, that's where I had more contact with the students, in the moments in the classroom we were observing, sometimes they came to ask questions, but it was not the same as when we did a practical activity. In the practical activities they felt more at ease and so did we, it was a moment to break the ice, very nice. It was an experience for them to recognize us in that space (school/classroom), as a teacher, having this very important exchange (Pibidiano12AraqGroup2 - our emphasis).

The first years of the teaching profession, analyzed by authors such as Tardif (2012) and Huberman (2000), are considered the phase of "entering the career", which would correspond to the first years of professional practice in teaching, characterized by feelings of survival and discovery. In analyzing the dropout rates in the teaching profession in several countries, a report from the Organization for Economic Cooperation and Development (OECD) shows that dropouts tend to be higher in the first years of professional activity than throughout the career (OECD, 2006, p. 186), making evident the need for educational policies aimed at bringing together initial training and school reality.

From this perspective, Nóvoa (1995) points out that valuing teachers' experiences as a way to build their professional profile helps to reduce the gaps between initial training and the beginning of teaching, as well as in the decision to become a teacher. The experiences in the Program contributed for the fellows to have possibilities of creating teaching methods and methodologies, exercising autonomy, promoting authorship, and developing their own ideas and knowledge (DEMO, 2015).

When analyzing the statements, however, it was found that they are not unanimous in stating about the decision to pursue a teaching career. The reports address this perception:

I just know that I am not sure I will be a teacher, I am not ready to teach yet (laughs). Let's suppose, if I graduated this year I would not be prepared to teach, in reality I am seeing in Pibid, I am not prepared yet (Pibidiano3AraqGroup1 - our emphasis).

For me it is a great experience, but I have not consolidated this idea yet, but it is helping me a lot in the choice of being a teacher or not. Because from the experience I had in the internship I would abandon this idea, but Pibid is making me stay (Pibidiano4AraqGroup1 - our emphasis).

Well, I think that Pibid has not totally consolidated my idea of being a teacher, this experience in Pibid is preparing me, showing me new trends, new experiences, but I still cannot say that my greatest desire is to be a teacher [...] (Pibidiano15AraqGroup2 - our emphasis).

Considering the above, we realize that the initial training process is a significant period in professional development. The initiation to teaching needs to be observed as an important stage in the formative process and of (re)construction of innovative knowledge (DEMO, 2005). The internship, in its current constitution, often does not allow students to experience and overcome the challenges of the teaching profession. Nóvoa (2006 p. 14) makes us reflect about the need of care with the beginners, stating that

[...] if we are not capable of building more harmonious, more coherent forms of integration of these teachers, we are going to accentuate, in these first years of the profession, dynamics of individual survival that necessarily lead to an individualistic closure of teachers.

It was possible to observe that the Program contributed to overcome the limitations/difficulties of being/feeling like a teacher in the initial training process, in the perception of the investigated fellows. The experiences made in the Program are present in the insertion of the research fellow in the daily life of the public school. We noticed in their narratives that these experiences are contained in the relationships of teachers with their knowledge, because this knowledge is socially constructed and is present in the relationship mediated by the teaching work, which offers the scholarship holders subsidies to face the daily difficulties experienced in the school environment (TARDIF, 2012).

Final remarks

Considering the problem question elaborated for the development of this research, it was observed that the Pibid initiation to teaching fellows experience teaching situations in the context of basic education already in their initial training, which enables them to experience in the school reality a better understanding of the teaching work. To develop their activities, they have the support of supervisors and advisors from the IFC - Araquari Campus, as well as from the field schools, so that they feel safe and confident on the path to the construction of teaching and knowledge.

It was possible to notice in the statements of the scholarship students the articulation between the theory learned at university and the teaching practices developed by them. Therefore, it legitimizes Pibid as a Program that corroborates with the possibility of engendering, in the processes of initial teacher education, the unity between theory and practice and, in the same manner, the articulation between university and school.

The Initiation to Teaching Programs, such as Pibid, make it possible to include support strategies to reduce the strangeness in the first years of teaching, reducing the insecurities of the insertion in the school. Nóvoa (2009) understands that teacher education should be built within the profession, confirming the school as a favorable space for the teacher education process, articulated with theoretical knowledge, in order to overcome the predominantly technical view of the work, i.e., focused on a critical-reflective education.

In analyzing the data, we consider that the actions carried out in the Pibid Program of the Chemistry Undergraduate Course of the IFC - Araquari Campus, contribute to bringing the fellows closer to the basic education environment, enabling the development of teaching practices with socially referenced quality by making them meaningful and contextualized. It is possible to see that the Program puts the scholarship holder at the center of the educational process, because it provides opportunities for research practices, knowledge construction and exchange of experiences, creating a new culture of teacher education. This process allows the perception of being/feeling like a teacher by means of the innovative pedagogical practices developed in Pibid.

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