

THEORETICAL FUNDAMENTALS OF TEACHING IN THE SUPERVISED INTERNSHIP

FUNDAMENTOS TEÓRICOS DA DOCÊNCIA NO ESTÁGIO SUPERVISIONADO

FUNDAMENTOS TEÓRICOS DE LA ENSEÑANZA EN LA PRÁCTICA SUPERVISADA

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ABSTRACT: This investigation aims to understand the theoretical foundations that guide the teaching practices of Supervised Internship teachers of the Licentiate in Philosophy and Music courses at the Federal University of Cariri, Ceará, Brazil. This is a qualitative research, in which narrative interviews were carried out through Google Meet with four internship teachers from the courses of degree of said courses. The analyzes of the narrative interviews were carried out observing the methodology of Discursive Textual Analysis. The results pointed to the need for the institution to promote continuing education for the improvement of the supervised internship curricular component and to initiate discussions in which the internship fits in the condition of discipline. Empirical data indicated the constant need for dialogue between the university and the elementary school, permeating all stages of the Supervised Internship and opening for discussion about this curricular component presented at the institution in the form of an activity.

KEYWORDS: Discursive textual analysis. Supervised internship. Teacher training. Graduation. Narratives.

RESUMO: Esta investigação objetiva compreender os fundamentos teóricos que norteiam as práticas docentes dos professores de Estágio Supervisionado dos cursos de Licenciatura em Filosofia e em Música da Universidade Federal do Cariri, Ceará, Brasil. Trata-se de uma pesquisa qualitativa, na qual realizou-se entrevistas narrativas por meio do Google Meet com quatro professores de estágio dos cursos de licenciatura dos referidos cursos. As análises das entrevistas narrativas foram realizadas observando-se a metodologia da Análise Textual Discursiva. Os resultados apontaram a necessidade de a instituição promover formação continuada para o aperfeiçoamento do componente curricular estágio supervisionado e de iniciar discussões em que o estágio se enquadre na condição de disciplina. Os dados empíricos

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indicaram a necessidade constante do diálogo entre a universidade e a escola de educação básica, permeando todas as etapas do Estágio Supervisionado e abertura para a discussão acerca desse componente curricular apresentado na instituição no formato de atividade.

PALAVRAS-CHAVE: *Análise textual discursiva. Estágio supervisionado. Formação de professores. Licenciatura. Narrativas.*

RESUMEN: *Esta investigación tiene como objetivo comprender los fundamentos teóricos que orientan las prácticas docentes de los profesores en Práctica Supervisada de los cursos de Licenciatura en Filosofía y Música de la Universidad Federal de Cariri, Ceará, Brasil. Se trata de una investigación cualitativa, en la que se realizaron entrevistas narrativas a través de Google Meet a cuatro docentes en prácticas de las carreras de esos cursos. Los análisis de las entrevistas narrativas se realizaron siguiendo la metodología del Análisis Textual Discursivo. Los resultados apuntaron para la necesidad de que la institución promueva la formación permanente para la mejora del componente curricular de la pasantía supervisada y de iniciar discusiones en las que la pasantía encaje en la condición de disciplina. Los datos empíricos indicaron la constante necesidad de diálogo entre la universidad y la escuela primaria, permeando todas las etapas de la Práctica Supervisada y abriendo la discusión sobre este componente curricular presentado en la institución en forma de actividad.*

PALABRAS CLAVE: *Análisis textual discursivo. Pasantía supervisada. Formación de profesores. Graduación. Narrativas.*

Introduction

This work aims to study the aspects that guide the Supervised Internship, through the foundations that subsidize teaching practices in the Courses of Bachelor of Music and Philosophy of the Federal University of Cariri, Ceará, Brazil.

Authors such as Pimenta and Lima (2017), Libâneo (2013), Saviani (2008) and Marcelo (2009) point out, through their research, the importance of teacher education, through their contributions to the consolidation of studies and the constant need to broaden discussions so that training is permeated by the knowledge present in the formative processes (TARDIF; LESSARD, 2014) and which need approaches based on the various aspects inherent in teacher training.

Questions related to the fundamentals of supervised internship while an important field of knowledge are on the agenda of current discussions on the subject, especially the restrictions and devaluation of this curricular component, which is inserted as an academic "activity", not occupying the place of subject, thus messing the teaching work, also causing counterproductive implications for the education of new teachers. Thus, it seeks to understand which formative

aspects are intertwined in the training of teachers who teach and accompany the Supervised Internship in the above-mentioned Undergraduate Courses.

By understanding the relevance of the significant traits that training presents so that teachers are in a constant movement of holistic (BEHRENS, 2005) and interdisciplinary (FAZENDA, 2008) learning, with scope for teacher education and understanding of the phenomena present, this research seeks to bring contributions to teacher education, in order to understand which theoretical foundations are present in teachers' practices, investigating aspects of his education and pedagogical practice, while intending to bring out reflections about his work as a teacher among them.

In order to outline the research, based on the problems mentioned above, we present as a general objective: to understand the theoretical foundations that guide the teaching practices of teachers who accompany the Supervised Internship in the Undergraduate courses in Philosophy and Music of the Federal University of Cariri (UFCA).

To achieve this objective, this research was developed through a qualitative approach that was made in narrative research. We conduct narrative interviews with the teachers who accompany and teach the curriculum component Supervised Internship and outline the principles that underlie the initial training of teachers, drawing a training profile.

Going through the trajectories of the internship: the research in the internship, the internship while research

The word internship presents diverse and comprehensive concepts. Its use has different and divergent conceptions observed, mainly in the context of higher education. It is part of the training processes and is part of the list of curricular components of bachelor's and bachelor's degrees in Brazil (ZABALZA, 2015).

Historical walking also interferes in conceptions about the internship. In the Middle Ages, this denomination was tied to the accompaniment, observation of activities and, later, to religious practices (moments of formation for the future priest). Over the years the concept has been resized and is currently tied to professional training issues (COLOMBO; BALLÃO, 2014). Therefore, the origin of the term "has always been linked to learning put into practice in an appropriate place under supervision"

The concept of internship has changed over time, from a simple practical follow-up activity to a master in the Middle Ages, to a practical curricular activity in the courses offered by educational institutions today. First mentioned in literature in the year 1080, the term internship, in medieval Latin

stagium, meant residence or place to live. This in turn originated from the classic Latin *stare* which meant "being in one place" (COLOMBO; BALLOON, 2014, p. 172, our translation).

Thus, it is perceived that the word internship (*estágio*, in Portuguese) portrays changes and has acquired several implications and interpretations in the historical course. By mentioning it in this work, we will be emphasizing the formative moment, performed by the student who attends the undergraduate course, in particular the undergraduate degrees, because depending on their training courses in undergraduate or graduate school, there are different approaches to their employment and conceptions (ZABALZA, 2015).

In higher education, undergraduate courses present the supervised internship with a focus on an expanded training that seeks to consolidate and deepen the theoretical studies carried out in the classroom. With regard to bachelor's degrees, the internship has different properties, either with regard to the study or in the composition and propositions of the subjects.

To be clearer about the Supervised Internship and understand the bases that are intertwined in the relationship of teaching processes and their interconnections, Bianchi, Alvarenga and Bianchi (2011) insert the following concepts, in order to elucidate the use of the words *Internship* and *Supervise*:

Internship. noun. Period of practical studies, required of candidates for the exercise of certain liberal professions: engineering internship; pedagogical internship / probationary period, during which a person carries out a temporary activity in a company / Learning, experience. To supervise. Supervise, inspect (BIANCHI; ALVARENGA; BIANCHI, 2011, p. 7, our translation).

The internship is considered an important moment in which, through actions and specific activities to their future field of activity, the trainee will have direct contact with the object of his professional practice, having for this the collaboration of an internship supervisor, who accompanies this phase of professional development. Therefore, each part involved in this process must be clear about the relevant functions and roles.

To focus on the benefits arising from this period of training is to expand the opportunities for knowledge and experiences, especially those related to the internships performed in educational spaces. This formative stage is organized through moments of practical learning and is sustained on the bases on which praxis can consolidate and provide the trainee to acquire diversified knowledge for his future profession (BIANCHI; ALVARENGA; BIANCHI, 2011).

Supervised internship contributions to initial and continuing teacher training

The teacher is the professional who is built daily through his actions either in the classroom, in the dialogue built in the teachers' room, in meetings with the Management Center, or participating in the collegiate bodies of the school. This profession goes through different dimensions, and the supervised internship allows, as a moment of initial formation, to know the blossoming of the teaching profession and its peculiarities.

Understanding supervised internship as an opportunity for training at the beginning of the career, through a Bachelor's degree course, makes the choice of profession conscious, professional, followed by ethics and knowledge based on the realities that will be experienced during the profession.

Therefore, the choice of a Bachelor's degree is something that must be done with responsibility and social awareness. The supervised internship allows the insertion of the trainee in the reality of the school, providing lenses that will allow him to learn to visualize this reality. Upon entering the Bachelor's degree course, its lenses are enlarged, making it possible to understand the relationships established in education. This display is necessary for the teaching identity to be present in a conscious and procedural way.

Each Undergraduate course has, through its Curricular Guidelines and also the Guideline for Teacher Training, the means so that pedagogical projects are prepared, following the essential guidelines for training. When seeking means for teacher training to be present continuously and effectively, it is important to understand the profile of the graduate, the methodologies used and the supervised internship as a guide, in order to ensure that the identity of the future teacher is carried out in an organized, integrated and constant way.

Social and financial lack of prestige is the result of a society that historically does not understand the profession of the teacher, placing it as an extension of the activity performed by the woman, mother, and that tries to diminish her professionalism by calling her "aunt" (FREIRE, 1997). These characteristics are the fruits of a history that needs to be revisited and understood in the light of theories that can make a panorama and show not only the difficulties, but also the advances. Thus, upon entering the school the trainee will already be filled with understandings about aspects that can cause strangeness and discontent.

Knowing the aspects that made the teaching profession have the marks that today carries is a necessity. In addition, having spaces for reflections about what they witness in schools, with their situations of strength, but also the difficulties perceived since building maintenance, the educational materials available, the spaces of school coexistence, the bathrooms, the

canteen, the school food, all this the trainee will witness and will need to understand the present moment, as well as the historical repercussions of the profession, so that they are aware of future attributions, with their mishaps and progress.

The trainee who perceives teachers with high stress index, bored with salary, difficulty working the content due to situations of indiscipline, lack of support for students with disabilities, whether auditory, visual, etc., tends to feel the burden and weight of the reality with which it is faced and, depending on how it passes in the face of these situations and what it sees in school, may initially have impressions of great negativity concerning the act of teaching and about the chosen profession. Therefore, it is essential for the teacher of the Higher Education Institution (HEIs) to collaborate with the orientation of the trainee, so that in the moments when the student brings his impressions and projects his doubts, fears and afflictions, the teacher can contribute and lead the student to realize that the reality is diverse and there are several classroom contexts.

The identity of the teacher (TARDIF; LESSARD, 2014) is made at every step and choice made. This profession is, par excellence, the profession of continuous walking; we have the milestones of the beginning of the profession that allow, in the professional trajectory, to add up, expanding the knowledge and becoming a teacher as time passes and the experiences are consolidated. Thus, knowing the existing nuances in teaching makes the construction of this professional identity a brand that we can hardly affirm that it is ready and finished, because the knowledge inherent to the profession is something that we have as a walk, as a trajectory that can always be resized. Knowledge is dynamic and relationships are established at the individual or collective level.

Knowledge requires theory and practice, which, in turn, are present in the supervised internship and also in the other subjects that make up the curriculum matrix, in order to strengthen the student in several important aspects of training, among them, the development of creativity, which permeates many actions whether in the university, in the internship-field school, in studies or in the deepening of issues pertinent to the professional development of teachers. In this way, you can perform activities such as:

In joint seminars with school teachers and trainee students supervised by university professors, an interactive process of reflection and critical analysis can be promoted concerning the socio-historical context and the objective conditions in which school education takes place (PIMENTA; LIMA, 2017, p. 97, our translation).

Thus, gradually, this reality can be experienced and recognized, and may have its impacts and negativities re-meaning and reflected from a pedagogical, political and social perspective, expanding the perceptions of supervised internship moments. This dilated way of knowing the reality experienced also leads the trainee to reflect on working conditions and the need for political knowledge with engagement in the struggles for better working conditions.

Methodology

In order to unsee the objective investigated, we carried out narrative research understood as a pedagogical alternative that uses what is narrated. Thus, from the context for reflection, such alternatives can be used both as an educational instrument and as a method. It is also important to mention that this type of research supports research on their experience: it is thinking about what is done, in the classroom, as a teacher.

The narrative interview (BAUER; GASKELL, 2002) presents a wealth of life and training histories, besides making room for the object of research to be perceived in its nuances under the condition of investigated phenomenon. The narratives were collected via *Google Meet*, with four professors working in the Bachelor's degree courses in Music and Philosophy of the Federal University of Cariri. It is noteworthy that the ethical precepts were protected and their names were kept anonymous and named after singers/singers already deceased in the Northeast region.

The analysis was performed using discursive textual analysis (ATD), which represents a methodology of textual analysis elaborated by Roque Moraes with the basis of Phenomenology and Hermeneutics (MORAES; GALIAZZI, 2016).

The analysis was based on five (5) questions that presented the narratives of the research participants and all the proposed questions went through the stages of deconstruction⁴ and unitarization⁵, constituents of this type of analysis.

In order to continue in the unitarization stage, we performed the nucleation to obtain the initial categories, which in turn gave rise to the emerging categories and finally, the final categories that originate the metatexts. Thus, from the textual *corpus* we seek nucleation to obtain the final categories. Metatexts are the expression of the result, judicious and long.

⁴ Deconstructing the text is the act of "taking it apart", because it represents an activity in which the researcher cut the narratives and chooses, the main parts, which will be later unitarized.

⁵ It is called unitization the initial movement of analysis. It constitutes a deconstructive exercise in which information is gradually transformed into elementary constituents, basic components relevant to research" (MORAES; GALIAZZI, 2016, p. 70, our translation).

Research findings

In this topic, we present the results of the research, based on two metatexts, which emerged from the final categories after performing the steps present in the Discursive Textual Analysis (MORAES; GALIAZZI, 2016). They are: 1-Relevance of Didactics for Teacher Training; 2- Teaching, Dialogical and Welcoming Practice.

The analyses presented are permeated by the experiences, to which they emerged from the narrative interviews. In this context, we seek to understand and enter the formative universe in order to achieve the objectives to which the research was proposed. For this, the theories that present the formative and dialogical processes permeate these analyses and amplify our understandings about the need for dialogue, as well as the struggle for conditions worthy of education, work and life.

Relevance of didactics for teacher education

Next, in the analysis of the metatext, among the theoretical "lights" that support the themes related to *training, didactics and praxis*, we mention: Pimenta and Lima (2017), Frigotto (2017), Ghedin, Oliveira and Almeida (2015), Franco (2015); Gatti *et al.* (2019) and Freitas (2012). All the works mentioned dialogue with the thought that formation is commitment, action and overcoming technical rationality. In fact, such rationality manipulates and covers reality, in addition to trying to persuade those who seek and fight for quality in formation. In fact, the desired quality in teacher education can be achieved through the internship or through the professional development of teachers.

On the approach of issues related to initial training in order to know the perception of our employees regarding this specific period, the participant named as Marinês (2021, our translation) stated that:

I did the Supervised Internship, at that time it was also a very interesting experience because when I did, the expectation was the best possible, I thought it was like that thing ... that would be the first moment, the first contact right? Really with the classroom, huh?

Marinês commented on the experience concerning supervised internship, as well as about the relevance of the experience for the professional choice. The interviewee pointed out that the internship represented the first moment of contact with the classroom. The participant also stated that, because it happened positively, the reported experience was felt as a satisfactory

moment. In this context, it is necessary to host and dialogue between all those who accompany this initial moment of formation. On the subject, Pimenta and Lima state that:

The internship for students who are in the initial training phase and who do not yet exercise the Magisterium is first and foremost a welcome internship of new companions of profession. It is these students who will occupy the places of teachers today and continue the work we started (PIMENTA; LIMA, 2017, p. 109, our translation).

However, it is interesting to note that personal experiences are differentiated and perceived according to the characteristics of the course. Moreover, such perceptions may still vary according to the level of engagement of the individual to perform this moment of formation. In this sense, the participant under the pseudonym Jackson do Pandeiro demonstrated a very different perception from that mentioned earlier by Marinês. Regarding the experience of the internship, the interviewee mentioned that:

It occurred an internship in school, I do not remember what was the school, but it was close to the campus of the humanities and it was such a quick thing, in fact I think it lasted 2 semesters, also do not know if at the time the rules were as now (JACKSON DO PANDEIRO, 2021, our translation).

Jackson commented that the memories of the time he attended the internship are scarce and the period happened briefly and with little immersion in the school. On the other hand, the participant under the code name of Clemilda recorded that her memories of the internship period are present in the memory, in particular, the following report:

You had this internship experience that was complicated, right? When I was in the 3rd year of the normal course and I think in graduation I do not remember having had many difficulties so no, things were difficult like that right? I had to study, I had difficulty having such an organization for intellectual work, to study, I was also studying, see? Working, so I had little time and then, sometimes I would curl up a little, studying less than I should, right? Today So I always think, 'oh my God because I haven't read all those texts, I have to keep running after it...' ((laughs)) (CLEMILDA, 2021, our translation).

Clemilda pointed out difficulties related to the reconciliation of study, work and organization of their tasks to perform the internship satisfactorily. According to the participant, this challenge aroused the need for organization and time so that their readings and academic tasks were not relegated to the background. This represents a great challenge for students from the working class: reconciling study and work, besides obtaining knowledge with quality and availability of time that represents a reality on which the student seeks to balance daily. In this context, Picanço (2015, p. 158, our translation) ensures that:

The first data to be presented is the insertion in the labor market because the work and study compatible is an arrangement always difficult to be made – it involves a logistics in terms of urban mobility, availability of financial resources and support of various orders – especially for those who have dependents (children or others). In addition to the system of higher education, especially the public, it is much less receptive to the working student, who has only the night shift to study.

In fact, the reports show the need to understand the training, including internal and external factors that negatively impact not only the work developed, but the daily life of the teaching class in the personal and family areas, for example. Thus, according to Freitas (2012) and Gatti *et al.* (2019), the overcoming of technical rationality, besides being a necessity for professional expansion, reverberates in other instances of personal life.

Teaching, dialogical and welcoming practice

The metatext, entitled *Teaching Practice, Dialogical and Welcoming*, is a tribute to the Patron of Brazilian Education, Paulo Freire. It should be emphasized that in 2021, the 100th anniversary of the birth of this icon of education was celebrated.

In this context, the greatness of the act of performing the analyses with the theoretical contribution Freirean emerges. Thus, discussing the dialogical relations present in this metatext made us excel in the critical and political involvement typical of Freire. However, its ideological and embattled positioning was also characterized as loving, contemplative and profound that resonates at every step and needs to be present today. In this year 2021, in a special way, celebrating its centenary is also to continue with resistance against the neoliberal, extremist and harmful dictates that now plague the country (FRIGOTTO, 2017).

We approach this metatext from the narratives presented by the teachers who participated in the research. Regarding the initial moments of the training, our collaborators reported that during their undergraduate courses, they lived with certain professors who positively marked their academic trajectories. On the theme, the interviewee under the code name Jackson do Pandeiro presented the following narrative:

Which for me was, is a spectacular figure both for intellectuality, but also by communication, so I was fascinated because his classes held attention, he was very humorous, he was humorous and funny at last, with a theme that is so abstract and conceptual his classes were one, it was a fun, because it is, he was performative, very performative, very communicative and at the same time very deep (JACKSON DO PANDEIRO, 2021, our translation).

At the time of the narrative interview, it was evident the satisfaction with which our collaborator recalled those moments. The report brought to the fore his memories and satisfaction with the coexistence with the teacher he called as a performer. In addition to this characteristic, the professional was remembered for his good humor and for collaborating so that dialogical relationships would happen in depth, in order to make the dialectical movement somewhat insightful and formative.

By observing the body language of the teacher deponent during his speech and his joy in sharing this moment, we refer to what Freire recorded from his dialogical action. The educator invites us to action and pedagogical proactivity, since pedagogical moments are inviting to reflection, when acting consciously. Thus, education must be integrative, in order to unify students and teachers in a movement of creation and recreation of commonly shared knowledge (FREIRE; SHOR, 2000, p. 19).

This integration corroborates that the aspects inherent to the classroom, in pedagogical doing, didactics, as well as research and extension refer to life in society and overcoming social inequalities in our country. Therefore, it is important if we enter the teaching aware that the relationships locked in this context can be collaborative and growth for all involved. Such awakening enables great personal and professional maturation on the part of the student. Moreover, it shows the necessary alignment between what is studied and what is done in practice, besides representing a support for the discourse based on reality, capable of contributing to student growth. The interviewee's enchanted account of his most inspiring teacher proceeded as follows:

It was my teacher also in various subjects and also for the same reasons, for communication by depth, generosity, affective involvement with our life in the sense of caring, worrying, giving assistance, is... Often in the smallest things... at that point of the point that you create bonds, so it was a teacher who gave a ride, who gave material to us, anyway... (JACKSON DO PANDEIRO, 2021, our translation).

According to Jackson's narratives, the recalled teacher collaborated deeply for his formation through his joyful, charismatic and, at the same time, rigorous and profound action in his teaching conduct. This teacher who collaborated with the students, cared and "hitchhiked" His mission went out of his teaching walls by observing with empathy and keen perception of the basic needs of the students. In fact, the act of educating still permeates the look beyond what is being presented in the books, as well as looking at students, perceiving them and preparing them for citizenship. In turn, the participant Clemilda also presented narratives in order to recall the period of graduation and remarkable events in the period:

I enrolled in the subject and then when I arrived on the day of class I expected to find a show man, so a guy right so super, "Uhhhh" so and then when I came into the class, he was a little man so sitting talking super low so, not super low but quiet so, I said our ((laughs)), is this that animates people so much?! And then I sat down, right? And I stayed there listening and then really the things he said were very charming, they were without any very great performance, but it was a very charming speech like that, with many literary examples and everything and I liked it very much (CLEMILDA, 2021, our translation).

From this narrative, Clemilda brought memories that stimulated reflection on the crucial role of dialogue and how the teacher has the ability to conduct and make inroads even on abstract and complex subjects. Thus, in the conception of our guest, the teacher mentioned played his role with mastery and resourcefulness, even though he did not present a performance that called the students' attention as spectacular. In fact, the posture, the quiet, serene, mature and critical conduct of that professional aroused the admiration of the students. In this sense, Freire emphasizes the need for teaching to enable critical expansion and invite reflection, so that the contents explained find foundations and supports in reality, with a view to overcoming it:

That is why, in the permanent education of teachers, the fundamental moment is that of critical reflection on practice. It is critically thinking of the practice of today or yesterday that one can improve the next practice. The theoretical discourse itself, necessary for critical reflection, has to be such a concrete way that it is almost confused with practice (FREIRE, 2002, p. 22, our translation).

Also in this sense, professor Marinês' speech showed feelings of joy and satisfaction for bringing to mind events related to the time of her graduation. The participant reported being thrilled to report the importance of internship moments for her teaching career:⁶

I took a teacher so very engaged, a teacher who had a Didactics that I thought was important, so I attended some classes, then she provided me with moments of actually living the Internship so efficiently, so, well engaged also with the activities she did and everything, and really so, my experiences were very good both in graduation as a whole, and then so the experience of the other subjects and everything, the Undergraduate course also I think it was a very good basis and the issue of internship as well, which I usually have (MARINÊS, 2021, our translation).

From this perspective, the didactics and teaching engagement that Marinês recalled from the period in which he attended the graduation reverberate in his teaching action today. The

⁶ The guide issues and their respective units of meaning are fully transcribed in the appendices.

interviewee stressed the presence of positive brands that are basic so that her action is guided by dialogue, respect, love, and rigor for Didactics. On the subject, the teacher mentions:

Always tried to have a relationship as soon as I could, I always tried to be available outside the classroom ... And, having a relationship like this not distanced, so putting right? In a teacher/student relationship, my teacher/student relationship is always very open, very friendly right? This makes many students come to me, sometimes speak of another subjects (MARINÊS, 2021, our translation).

In turn, Jackson do Pandeiro reported having found in the undergraduate course the necessary support to continue with his studies and projects. Moreover, he stated that entering teaching motivated him to observe the Freirean bases in his pedagogical performance:

Because as I told you my concern was not only focus on content or is a teacher who coordinates the content, who passes on the content, in that doctrinal view, or traditional education, but I arrived with a composite program that was decided by the course project menu by the course guidelines, but with the students we enriched this and then we tried to relate. For example, in the subject that was technology one thing I tried to work on were the issues involved in technological development and life, biotechnology, trying to relate, trying to create connections between system students with pharmacy students, with nutrition students with architecture students, we tried to make a transversality, of course this was not directly a content of subject, but we aroused a horizon, this concern of mine so that students had the curiosity to realize what was studied in the other courses and how they could dialogue with these courses, for example, Architecture and Technology, how does the system programmer think the ethical solutions related to information management that can help us improve the space, physical space or geographical space, social space right? And so on, then we led in the direction of this type of reflection (JACKSON DO PANDEIRO, 2021, our translation).

These narrative evidences the need to observe reality with creativity and resourcefulness, bringing Freirean support to the classroom environment. Moreover, interdisciplinarity, dialogue, engagement in research covering social movements are present in the life of this educator.

Final considerations

The supervised internship opens possibilities to understand the importance of seeking theory critically, raising awareness, formulating reflections through various contents studied, envisioning, in practice, situations that bring to light the theories studied, shared. It is a continuous movement of knowledge construction about social reality, in order to perceive all

existing relations of domination that are often covered up in theories that superficially address the reality experienced.

Theory and practice become inseparable due to the connections between them. Putting them as opposites makes the debate vague and does not collaborate with serious educational issues. Verticalizing this relationship is to conduct the educational aspects in a rigid and traditional way, in which the realities experienced are not taken into account.

Education is inserted in a broad social context, where established and organized relationships are permeated by social practice, made possible by the context. Therefore, the theoretical study is something fundamental to reflect on the situations experienced. Having theory as a support to perceive it through existing practices is something that brings foundation, in this case, the investigation revealed strong foundation in Freire, but we also noticed in the statements, thoughts that resemble other theorists such as Pimenta and Lima, Frigotto, Ghedin, Oliveira and Almeida, Franco; Gatti *et al.* and Freitas.

Supervised internship requires this bias in which theory and practice are side by side to expand the formation. There is no verticalization in this process, but rather relationships in which both theory and practice have functions to perform for the expansion and consolidation of educational knowledge and relationships. Therefore, supervised internship has its importance as a privileged space for the establishment of horizontal relationships in the construction of knowledge.

Therefore, teacher training courses have, through pedagogical, didactic and other experience situations, the need to strengthen the supervised internship so that this is, in fact, a time when the future teacher will come into concrete contact with the reality in which he will act in the future.

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