



The Supervised Internship as an encouraging tool in the training of science teachers: An experience report

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ABSTRACT

The internship is the central axis in the training of teachers, because it is through it that the professional knows the indispensable aspects for the formation of the construction of identity and day-to-day knowledge. The objective of this research was to report an experience related to the realization of the supervised internship II, aiming to observe and analyze its contribution to the training of science teachers. The internship was developed by a student of the Degree in Biological Sciences at the State University of Alagoas (*Universidade Estadual de Alagoas - UNEAL*), in an elementary school located in Coité do Nóia - AL, where the internship was carried out during the period from March to May 2023, on Mondays, in a 6th grade class. The experience of the supervised internship provides the science teacher the opportunity to analyze how the teacher's experience is in the classroom and, in addition, makes it possible to build and elaborate the teaching activities in a way that is enriching for both the students and the teacher. The supervised curricular internship leads the trainee student to reflect and realize that the teacher must have a broad vision, understanding all the situations experienced in the classroom, being prepared to deal with various particularities, elaborating and using instruments that facilitate the understanding of the contents, arousing the interest of the students. Thus, the relevance of this curricular component is indisputable, as it aims at the construction of the teaching professional.

RESUMO

O estágio é o eixo central na formação de professores, pois é através dele que o profissional conhece os aspectos indispensáveis para a formação da construção da identidade e dos saberes do dia a dia. A presente pesquisa teve como objetivo relatar uma experiência referente a realização do estágio supervisionado II, visando observar e analisar a sua contribuição para a formação do professor de ciências. O estágio foi desenvolvido por uma acadêmica do curso de Licenciatura em Ciências Biológicas da Universidade Estadual de Alagoas – UNEAL, em uma escola de ensino fundamental II localizada em Coité do Nóia – AL, onde o estágio foi realizado durante o período de março a maio de 2023, às segundas-feiras, em uma turma do 6º ano. A experiência do estágio supervisionado proporciona para o professor de ciências a oportunidade de analisar como é a vivência do professor em sala de aula e, além disso, torna possível a construção e elaboração das atividades docentes de maneira que sejam enriquecedoras tanto para os alunos quanto para o professor. O estágio curricular supervisionado conduz o aluno estagiário a refletir e perceber que o professor deve ter uma visão ampla, compreendendo todas as situações vivenciadas em sala de aula, estando preparado para lidar com diversas particularidades, elaborando e utilizando instrumentos que facilitem a compreensão acerca dos conteúdos, despertando o interesse dos alunos. Sendo assim, a relevância deste componente curricular é indiscutível, pois visa a construção do profissional docente.

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Introduction

The central axis in teacher training is the internship, as it is through this that the professional becomes aware of the essential aspects for developing the construction of identity and everyday knowledge. The internship appears as a fundamental process in the preparation of the student intern, because it is the way to make the change from student to teacher (Pimenta & Lima, 2012).

This curricular component aims to provide the student with experience of different forms of action within the school environment, aiming to promote their professional development not only in the classroom, but throughout the school training process (Santos & Moraes, 2017). According to Pimenta and Lima (2012), the supervised internship in the degree course must be planned with the purpose of linking the theoretical knowledge acquired at the university to the practical knowledge from experience at school, the environment in which a graduate works professionally, thus complementing the training student academic.

For Pimenta and Lima (2012), the internship is understood as a process that creates, investigates, interprets and intervenes in the school, educational and social reality, providing the intern with the knowledge necessary for teaching training and performance. And in this school space they can find reflective themes that provide a basis for the development of research that comprises their teaching work.

The supervised internship is a space for learning the teaching profession and structuring professional identity. Thus, it is understood as a space of knowledge and must be given an epistemological status that is inseparable from practice, understanding it as praxis, defining it as an investigative procedure that involves reflection and intervention in educational issues. (Silva & Gaspar, 2018).

It is, therefore, an important integrative part of the curriculum, the part in which the graduate will assume his professional identity and feel firsthand the commitment to the student, to his family, to his community, to the school institution, which represents his inclusion civilization, with the joint production of meanings in the classroom, with democracy, with the sense of professionalism that implies competence in doing what is required well (Andrade, 2005).

For Silva and Gaspar (2018), this curricular component is fundamental as it enables dialogue between theory and practice, however this intersecting perspective is related to the way of understanding the formative dimension of the component, which did not occur occasionally, however, through the concerns of those who practice, reflect and theorize education, demanding guidelines and regulations for undergraduate courses.

Therefore, it is important to point out that the supervised curricular internship is of fundamental relevance for the training of teachers in undergraduate courses, as it is an essential learning process for the construction and professional development of teachers. Therefore, the present research aimed to report an experience regarding the completion of a

supervised internship, aiming to observe and analyze its contribution to the training of science teachers, based on the teacher-student dynamics in the classroom.

Theoretical foundations

The Supervised Curricular Internship, essential in the training of teachers in undergraduate courses, is a necessary learning process for a professional who really wants to be prepared to face the challenges of a career and must take place during the academic training course, in which the students are encouraged to discover educational spaces by coming into contact with the sociocultural reality of the population and the institution. As preparation for carrying out practice in the classroom, the traditional internship is configured as a possibility to relate theory and practice, to get to know the reality of the profession they have chosen to perform, because, when the academic has contact with the activities that the internship offers them, you begin to understand what was studied and begin to relate it to your daily work (Scalabrin & Molinari, 2013).

Supervised internships in most teacher training courses are carried out in three ways. The first modality consists of an internship aimed at observing teaching performance, where the intern only observes the teacher's classes; the second type of internship consists of student participation, that is, they only participate in the practice conducted by the teacher, thus assisting in teaching; the third and final type of internship is linked to the formulation of a teaching plan in addition to the teaching of classes carried out by the intern (Diniz, 2020).

In accordance with Rosa et al. (2012), understanding the curricular internship as a period of time assigned to a teaching and learning process, an opportunity to think, organize and test knowledge throughout the undergraduate course (not just a practical experience) is to identify that, although the training offered in the classroom is fundamental, it alone is not enough to prepare students to fully perform their profession. There is a wide range of knowledge required for teaching activities.

Tardif et al. (1991), considers the different types of knowledge (disciplines, curricular, professional and experience) as integral to teaching practice, with the difference being in the teacher's relationship with each of them. The author also highlights that teachers maintain a "relationship of exteriority" with the knowledge of curricular subjects and professional training, because they already receive it determined in its content and form (...) therefore this knowledge does not belong to them, nor is it defined or selected by them. (...) However, with the knowledge of experience, teachers maintain a "relationship of interiority". And through knowledge from experience, teachers appropriate knowledge from the disciplines, curricular and professional knowledge.

In order to understand the internship as a fundamental path in teacher training, it is essential to consider that it enables the theory-practice relationship, knowledge of the scope of work, pedagogical and administrative knowledge, as well as knowledge of the organization of the school environment, among other factors (Borssoi, 2008). According to Rosa et al. (2012), the undergraduate student, during the internship, goes through experiences, better understands his area of activity and has the possibility of applying the theoretical knowledge obtained.

Villegas-Reimers (2003), points out characteristics that are essential and that reflect this perspective of professional development, which includes the effective participation of the teacher, whether in curricular reforms or in other long-term training contexts. Furthermore, this training process takes place over time, in order to contribute to the construction of new theories and pedagogical practices. In this sense, teachers are treated as active learners, involved in the concrete tasks of teaching, assessment, observation and reflection on practice. At the same time, professional development is also conceived as a collaborative process between teachers, managers and community members in a particular context, based at the school and closely related to their daily activities. It is, therefore, a process of building a culture, and not a mere teacher training program.

Currently, instructing the future science and biology teacher requires offering him practical moments for reflections on the teaching of science and biology, prior to his action as a teacher, for the conscious realization that being a teacher means admitting an investigative pedagogical conduct and not being a copier of knowledge (Baptista, 2003).

According to Fagundes and Paz (2012), the supervised internship, in the training of science and biology teachers, aims to train a critical professional, who combines experiences and knowledge with the school reality and adds positive changes to the production systems that require a professional teacher and biologist, with the ability to detect the challenges of a progressively more demanding, informed and globalized society.

For Pimenta (2000), teaching identity is constructed through the meaning that each teacher gives to their profession, as author and actor, giving to teaching activity, in their daily lives, based on their values, their way of situating themselves in the world, their life story, their representations, their knowledge, their anxieties and their desires.

Therefore, the curricular internship is essential in structuring professional identity, since the teaching profession cannot be classified as an applied science, since human involvement cannot be systematized, and there must be deeper contact to originate knowledge (Rosa et al., 2012).

Methodological procedures

The internship was developed by an academic from the Biological Sciences Degree course at the State University of Alagoas (*Universidade Estadual de Alagoas - UNEAL*), in an elementary school II, located in Coité do Nóia - AL, in which the internship was carried out

during the period from March to May of the current year, on Mondays in a 6th year class, which had 33 students, from 8:30 to 10:45 a.m., as it was the day that there were three science classes in that class.

This is qualitative research, which, for Merriam (1998), involves obtaining descriptive data from the perspective of critical or interpretative investigation and studies human relationships in the most diverse environments, as well as the complexity of a given phenomenon, in order to decode and translate the meaning of facts and events.

The research was divided into two stages: Observation of the relationship between the teacher and the students, and the intern's conduct. The internship was carried out in total in fifteen classes, two of which were observation and thirteen were conducting.

March 27th, 2023 was the first day of the internship, starting with the observation stage, where the professor taught a class on living beings. On the second day, on April 3rd, 2023, the intern began teaching about Food Chains. On April 10th, 2023, the third day of the internship, the intern continued her teaching by teaching a class on the Solar System, a subject included in the Astronomy Week project. On April 17th, 2023, the fourth day of the internship, the culmination of the Astronomy Week project took place, which continued to be guided by the intern. On April 24th, 2023, the fifth day of the internship, a test was administered on the subjects explained in class so far, except Astronomy Week. On May 8th, 2023, the sixth day of the internship, the intern continued with the regency, starting a new subject on Photosynthesis. On the seventh day of the internship, on May 15th, 2023, the intern corrected activities applied in previous classes and began explaining the subject of Food Webs. The last day of conducting was held on May 22nd, 2023, where the intern concluded the subject started in the previous class.

Data collection for this research was carried out through observation of the students and the teacher both individually and in the relationship between them, and in the interaction between the students and the intern. Data analysis was carried out based on literature focusing on authors in the area of supervised internship, which focuses on the theme presented here.

Characterization of the internship field room

The physical structure of the internship field room is large, comprising tables for teachers and students, chairs, fans, whiteboard, as well as equipment available for use, if necessary, such as: Projectors and televisions, which is of paramount relevance, because according to Biondi and Felício (2007), the spaces, equipment and materials are determinant for the students' school performance.

Results and discussion

The first day of the internship was just for observing the class, the class, the teacher, the interactions between them in the classroom and the way the class was developing. At that first moment, the supervising teacher was concluding the subject about living beings that he had already started in a previous class. According to Biancon et al. (2020) this moment of observation is important because in the observation stages, the undergraduate student, guided by a theory, watches the school operate, including in the classrooms, where they witness the practices of the teacher or teacher without direct participation in the educational act.

The following week, the second day of internship and the first day of teaching took place, in which the intern explained a new content entitled Food chains, where the science textbook was used as a basis for developing the class: Natural sciences learning from everyday life, by the authors: Eduardo Leite do Canto and Laura Celloto Canto, produced in 2018. The methodology used was an expository-dialogued class, with an explanation and a summary of the subject written on the board and, in addition, with the use of posters about the theme, so that a better assimilation and understanding of the content would be possible. At the end, students completed an activity on the subject to establish the content. According to Fonseca (2008), in the expository-dialogue class method, students are questioned, led to interpret and discuss the subject, based on what they already know and the confrontation with reality.

On the second day of teaching, a project called Astronomy Week was taking place at the school, where each teacher, from subjects related to the theme, chose a content related to astronomy to teach during that week. The content chosen for this class's lesson was the solar system and the phases of the moon, where the class was developed with the help of posters and models. After finishing the explanation of the content, together with the supervising teacher, group work was requested, where students had to produce posters and models on the topic to be presented the next week. Sedano and Carvalho (2017) emphasizes that group activities provide opportunities for the exposure and exchange of ideas and hypotheses, thus allowing the learning process to become richer and more motivating.

The observations of Sedano & Carvalho (2017) were corroborated in this study, because in the following week presentations were made of what they produced about Astronomy Week, based on what was exposed and explained in the previous class. The students produced beautiful posters and models, very dynamic and very organized, demonstrating, at the time of the presentation, that they were able to assimilate and understand the content. At the end of the class, he was informed by the supervising teacher that the following week there would be an assessment of the subjects covered so far, except for Astronomy Week as it was an extra project, where the subject is not included in the textbook.

As agreed in the previous class, the assessment was applied and it contained the subjects Living Beings and Food Chains, which had been explained and worked on in the classroom until now. During the test, it was possible to observe the students' concentration while taking

it. According to Boas (2008), evaluating is necessary. Having indicators that point out the situation of each student is fundamental, but the main objective of this is to focus on the learning of both students and teachers.

In the following class, the subject of Photosynthesis was explained based on a brief summary written on the board, asking oral questions to observe their prior knowledge on the subject, using everyday examples, as in accordance with Silva (2007), teacher interaction - student submits to the environment agreed by the teacher, knowing how to listen, dialogue, understand students and primarily knowing how to interconnect the knowledge to be transmitted without discarding the students' knowledge. After finishing the explanation, the students did an activity to better understand and learn the content.

The following week, a shared correction of the activity from the previous class on Photosynthesis was carried out, and after that a new subject on Food Webs began, where the methodology used was the same as in other classes: expository-dialogue, since, it was noted, better understanding, interest and desire to learn are awakened in students as a result of using this teaching methodology.

On the last day of the internship, the subject of Food Webs was finalized, dialoguing with the students and relating the subject to that of Food Chains, to facilitate understanding. For a better assimilation of the content, there was a textbook activity, in class, on the subject.

Given what was exposed, contextualized and discussed, Almeida and Pimenta (2014) state that the internship as a field of knowledge involves studies, analysis, problematization, reflection and proposing solutions for teaching and learning, and that it comprises the thinking respect for pedagogical and institutional practices, and teaching work, situated in social, historical and cultural contexts.

In agreement with the aforementioned authors, the supervised internship experience provides the science teacher with the opportunity to analyze what teacher-student coexistence is like in the classroom and, in addition, makes it possible to develop teaching activities in such a way that they are enriching for both students and teachers, which contributes positively to the construction of professional identity. The internship allows you to identify the best way to teach, according to the particularities of each class and student, always aiming for better learning and understanding by them, and shows that there are countless ways to transmit knowledge, which is so broad within the sciences, for students.

The supervised internship is extremely important for the training of science teachers, as it encourages reflection on the challenges and possible situations that will come with teaching practice, so that they can be faced critically and consciously, making it possible to see different ways of acting as a teacher inside and outside the classroom. This experience is very significant, as it makes it possible to apply in the classroom, in direct contact with students, the theoretical knowledge acquired during graduation in a safe and well-founded way, so that the teaching-learning process is safer and more efficient.

Final considerations

In view of the above, it is concluded that the supervised curricular internship contributes in an essential way to the training of Biological Sciences undergraduates, as it is an indispensable curricular component, which allows the student to acquire the experience that will be essential for the construction and complementation of their action teacher, obtaining necessary skills and knowledge, allowing him to create perspectives and tools for exercising his profession inside and outside the classroom. Furthermore, it is also of fundamental importance, as it makes it possible to put into practice the theory studied during graduation, getting to know closely the processes, challenges and opportunities that concern the profession.

The supervised curricular internship leads the intern student to reflect and realize that the teacher must have a broad vision, understanding all situations experienced in the classroom, being prepared to deal with various particularities, developing and using instruments that facilitate understanding of the content, arousing the interest of students. Therefore, the relevance of this curricular component is indisputable, as it aims to build the teaching professional.

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