

TEACHER TRAINING: THE PIBID OF THE PEDAGOGY COURSE/UNEMAT/JUARA AND THE LEARNING OF TEACHING



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ABSTRACT

The article aims to discuss the results of a research carried out with teachers working in the early years of elementary school in Juara-MT, graduates of the Pedagogy course at UNEMAT and PIBID, public notice of 2014. The research, with a qualitative approach, was conducted with 5 teachers and 1 teacher who work in the initial grades of elementary school in the municipality of Juara. The data, obtained through interviews, were analyzed from the interpretative paradigm. From the teachers' narratives, it was possible to observe that the learning of teaching provided by PIBID contributed to reduce the distance between the university and the school. The analyses indicated that, upon graduating and entering the profession, teachers were able to deal with the challenges faced by beginners. The study also highlighted that PIBID is an important public policy for the initial training of teachers, reinforcing the need for continuity of this initiative.

Keywords: Teaching. Initial training. Beginner Teacher. Teaching Initiation Scholarship Holders (ID).

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INTRODUCTION

This text is part of a master's research carried out in the Graduate Program in Education (PPGEdu) of UNEMAT, in the line of Teacher Training, Pedagogical Policies and Practices, and results from studies in the Study and Research Group on Teacher Training, Management and Educational Practices (GEFOPE).

The objective is to discuss data from a research carried out with teachers of the early years of elementary school in Juara-MT, graduates of the Pedagogy course at UNEMAT and PIBID, public notice 2014, presenting their narratives about teaching learning and the contributions of the program to teacher training.

The qualitative research was carried out with 05 graduated teachers and 01 professor graduated from the Pedagogy course at UNEMAT, Juara-MT campus, who were scholarship holders of Initiation to Teaching by the 2014 notice. To analyze the data generated through the interviews, the interpretative paradigm was chosen, which aims to "[...] to understand, to interpret social phenomena inserted in a context" (Bortoni-Ricardo, 2008, p. 34).

PIBID is a program that values and encourages teaching, acting as a policy to promote quality in teacher training, through actions that prioritize initial training. Created in 2007, the program had its first public notice launched that same year, articulating three main strands: quality training, integration between graduate studies, teacher training and basic education, and the production of knowledge.

UNEMAT registered its first project in 2009, with ninety scholarships approved. On the Juara campus, PIBID began its activities in 2012, with the offer of fifteen scholarships, a number that was expanded to sixty-four in the 2014 notice.

To begin the discussion on the importance of PIBID for teaching learning, we will present reflections on some dimensions of teacher training that are directly related to research.

THE INITIAL TRAINING IN QUESTION

Thinking about the teacher training process is one of the powerful ways to contribute to the democratization of subjects' access to school and culture. However, in order to think about this process, it is essential to discuss initial training in order to know the existing theoretical propositions on the theme in question.

Romanowski (2012, p. 12), when presenting the results of his research on teacher training and professionalization, highlights the urgency and importance of reflecting on teacher training. She states that, among the challenges of a teacher training policy, "[...] are the initial training offered in undergraduate courses at higher level, the continuing education developed during professional practice, the appreciation, social recognition and the constitution of research in the area".

According to Imbernón (2011), initial training should provide the basis for the teacher to build specialized pedagogical knowledge, directly related to professional practice, which is continuously processed in the exercise of the profession. The author also highlights the importance of preparing future teachers during this phase of training, through a structure that enables a comprehensive analysis of educational situations. To do this,

It is necessary to establish a preparation that provides valid knowledge and generates an interactive and dialectical attitude that leads to valuing the need for permanent updating due to the changes that are produced; to create strategies and methods of intervention, cooperation, analysis, reflection; to build a rigorous and investigative style (Imbernón, 2011, p. 63).

In this sense, it is essential that, during the training process at the university, the future teacher is trained with theoretical and practical knowledge that contributes to his professional practice. This requires the university to commit to offering training that integrates both the theoretical and practical aspects of teaching, preparing the student comprehensively for the challenges of the profession.

Imbernón (2011, p. 69) highlights the importance of initial training that enables future teachers to "[...] to assume the educational task in all its complexity, acting reflexively with the necessary flexibility and rigor [...]". Thus, it is essential to prepare future teachers so that they understand and are able to face the challenges that will arise in the exercise of their profession.

Imbernón (2011, p. 69) emphasizes the need for initial training that enables future teachers to "[...] to assume the educational task in all its complexity, acting reflexively with the necessary flexibility and rigor [...]". Thus, it is crucial to prepare future teachers so that they understand and are able to face all the challenges that will arise in their professional practice.

Cabral (2010, p. 14) also reinforces the importance of initial training, explaining that it "[...] means the acquisition, by teachers, of the knowledge necessary for the exercise of the teaching activity, built by the training agency [...]". In this sense, initial training should

establish the basis for the future teacher to develop specialized pedagogical knowledge, which will allow him, when entering the teaching practice, to be open to the continuous construction of new knowledge. Therefore, it is essential to offer an initial training that promotes reflection and relates theory to practice (praxis), enabling future teachers to build a solid foundation in their teaching constitution.

Imbernón (2016, p. 136) highlights that initial training needs to face new challenges, overcoming and fighting:

[...] subordination to the production of knowledge, distrust that teachers are not capable of generating pedagogical knowledge, the separation between theory and practice, professional isolation, marginalization of the moral, ethical, social and political problems of education.

For Severino (2003), initial training should provide undergraduate students with formative experiences that make them aware of their role in education, with an emphasis on training for citizenship. This is essential for students to understand the social and collective extension of living in society.

Fontana and Guedes-Pinto (2002, p. 07) point out that students in training at the university generally have a theoretical reading of the school reality, disconnected from the daily practices of the school. For the authors, interns should not only observe, but also actively participate in pedagogical proposals. However, they often come across traditional practices, similar to those they experienced in their school career. The focus, according to the authors, should be the "interactive dynamics" provided by the presence of the teacher in training in the school (Fontana & Guedes-Pinto, 2002, p. 10).

Garcia (1999, p. 77) explains that the initial training of teachers is historically carried out by specialized institutions and by a structured curriculum that guides the content of the training program. He points out that this training fulfills three essential functions: preparing future teachers for the exercise of the profession, controlling the certification necessary for professional practice and acting as an agent of change. However, training can also, in some cases, contribute to the reproduction of the dominant culture (Garcia, 1999).

Garcia (1999) also argues that teacher training should include a more humane approach, preparing teachers to understand their role in society with a critical and reflective posture. This is crucial for future teachers to be able to prepare their students for democratic and fair citizenship. Initial training, therefore, should enable reflections on the knowledge, skills and attitudes necessary in the exercise of teaching.

Zabala (1998) also highlights the importance of integrating theory and practice in initial training. The author argues that teaching involves mastering teaching skills, techniques, and strategies, which can only be achieved through practice. According to Zabala, "one teaches how to teach by teaching" (Zabala, 1998, p. 65), emphasizing the need for an education that transcends the theoretical domain.

Gatti (2016), when discussing contemporary issues of teacher training, points out that the discourses on initial training lack clear direction and consistency, resulting in ineffective practices. The author also criticizes the discontinuity of training initiatives and emphasizes the importance of taking care of teachers, as they are the agents of educational transformation. In this context, she points out that Higher Education teachers are often not fully aware of their role in the training of future teachers for Basic Education (Gatti, 2016, p. 42).

Severino (2003), when analyzing the problems of teacher training in Brazil, highlights issues related to the preparation of future teachers in scientific and pedagogical aspects, which are fundamental for a solid and effective training.

According to Fontana and Guedes-Pinto (2002, p. 07, emphasis added), students who are in the process of training at the university "[...] bring from the initial phase of their education a reading based on the explanatory theoretical models of the school reality dominant in the university, without articulating them to the daily production of the school in its 'in doing'". For the authors, the students in training, who come into contact with the school during the internship, do not just observe, they actively participate in the pedagogical proposals. However, in most situations, these trainee students observe traditional practices, such as those they experienced in their school career. However, the focus should be "[...] the interactive dynamics established by the presence of the teacher in training – our student – in the school" (Fontana; Guedes-Pinto, 2002, p. 10).

In turn, Garcia (1999, p. 77) explains that "[...] the initial training of teachers is a function that, progressively throughout history, has been carried out by specific institutions, by specialized personnel and through a curriculum that establishes the sequence and instructional content of the training program". The author explains that the institution that is responsible for the initial training of teachers fulfills three basic functions: to prepare future teachers to perform their functions when they are working; control the certification that allows the future teacher to perform his function; and be an agent of change. On the other

hand, education can lead to paths that contribute to the reproduction of the dominant culture (Garcia, 1999).

Garcia (1999) points out the need for teacher training to encompass a more humane education, in which they are formed as people, understand their role in society with a critical-reflective posture about the teaching they will offer, thus preparing their students for the exercise of a democratic and fair citizenship. Thus, it is understood that the purpose of initial training is to provide opportunities for reflections for future teachers, in order to understand the dimensions of knowledge, skills, abilities and attitudes in the exercise of their professions.

For Zabala (1998), the initial training of teachers needs to be linked to classroom practice, in a constant dialogue between theory and practice. The author states that, "[...] Basically, teaching implies mastering skills, techniques and teaching strategies, that is, the mastery of procedures. In the same way that one learns to dance by dancing, one learns to teach by teaching" (Zabala, 1998, p. 65). What happens, in most undergraduate courses, is that the focus is on theoretical knowledge, without relations with practice.

When dealing with contemporary issues involving teacher training, Gatti (2016) exposes that the discourses on initial training have no direction and are not consistent objects for practice as they should occur. It also states that the initiatives that are presented suffer from the discontinuity of actions. The author points out that having a careful look at teachers is important when observing that they are the active agents in educational transformation in the search for a more just and solidary society (Gatti, 2016). When talking about these transformations, Gatti (2016) explains that taking care of teachers who will be agents of transformation implies reflecting on the training that is offered today to future teachers. However, he warns that "[...] the Higher Education teachers themselves, who work in this training, do not always consciously and clearly pose the question of whether they are working for the training of teachers, professionals who will work in Basic Education" (Gatti, 2016, p. 42).

Severino (2003), when discussing the problems of teacher training in the Brazilian context, explains that there are issues that are closely linked to training, such as the preparation of future teachers in the scientific and pedagogical planes:

The first of these problems concerns the way in which the trainee appropriates through the curriculum, the scientific contents that he obviously needs to master, with a view to his professional qualification. [...] The second limitation is that, in the current model of the Teaching Degree and Pedagogy course, the licentiate ends up

receiving only a few theoretical and technical elements, fulfilling a few hours of internship in precarious and insignificant situations. [...] A third gap in the curriculum of teacher training courses is that it is not an effective mediation of the development in the student of the necessary sensitivity to the sociocultural context in which his activity as a teacher will take place (Severino, 2003, p. 75-76).

Thus, the training process in teaching degree courses is often characterized by limitations that result in an education centered on the transmission of content, through lectures, readings and reproduction of theoretical knowledge, without a significant connection with pedagogical practice.

The training process in undergraduate courses is often limited by an approach centered on the transmission of content, with a focus on theoretical teaching, without a significant integration with practice. This contributes to an education that does not favor the living of concrete pedagogical experiences.

Nóvoa (2017, p. 9), when reflecting on the teaching profession, emphasizes the need to face teacher training as a continuous professional process. For him, it is "[...] it is essential to build models that value teacher preparation, entry and professional development". He asks: "How does a person learn to be, to feel, to act, to know and to intervene as a teacher?" To answer this question, the author suggests three important shifts in the debate on initial training. The first values the professional continuum, highlighting the connection between initial training, professional induction and continuing education. The second suggests inspiration from other university professions, especially medicine, not to copy their practices, but to understand how to organize a "[...] university professional training" (Nóvoa, 2017, p. 9). The third displacement implies the need to define the specificity of teacher training (Nóvoa, 2017, p. 9-10). These displacements offer ways to rethink and structure teacher training.

Iza et al. (2014) discuss teacher identity and the integration between university and school in teacher education. They highlight that this integration promotes a valuable exchange between academic reflections and practical experiences of daily school life, recognizing the importance of the supervised curricular internship as a fundamental link in this process. According to the authors, this stage facilitates the transition between academic discourse and professional practice, providing significant advances in the identity of future teachers (Iza et al., 2014, p. 288).

André (2016) addresses the contribution of PIBID to the initial training of teachers, highlighting the articulation between the university and the school, which favors both the

reformulation of curricula and the professional development of the participants. The author argues that PIBID has promoted a review of internships, intensifying partnerships between these two spheres. In addition, the program allows future teachers to experience the school reality up close, facilitating the discovery of teaching through practice. Tardif (2014, p. 86) complements, stating that "[...] Much of the profession is learned with practice, through experience, by groping and discovering, in short, in the work itself".

Therefore, the practical experience provided by PIBID during graduation offers the future teacher the opportunity to get to know the school reality and be more prepared to face the challenges that will arise in the first years of their career. Next, aspects related to the first years of the profession will be presented, addressing the particularities of the beginning of the teaching career.

DEBATE ON THE FIRST YEARS OF TEACHING

The following debate addresses some challenges faced by teachers at the beginning of their careers, highlighting the importance of the experiences of beginning teachers for this discussion. The objective is to understand how the graduates of the Pedagogy course, who participated in PIBID, experienced teaching in their early years. The analysis of theoretical contributions will help to position oneself in front of this issue.

Tardif (2014), in his work on teaching knowledge and professional training, describes the initial phases of the career. For him, "[...] the foundations of professional knowledge seem to be built at the beginning of the career, between the first three and five years of work" (Tardif, 2014, p. 82). He also points out that the beginning of his career is a critical moment of adaptation, with continuous adjustments in the school environment, but warns that this initial experience is marked by "[...] confrontation with the harsh and complex reality of the profession, disillusionment and disenchantment, in addition to the transition from student to a more demanding job" (Tardif, 2014, p. 82).

Day (2001, p. 102) describes the beginning of the teaching career as a twofold effort: on the one hand, teachers try to construct their own social reality, making the work correspond to their personal vision, while, on the other, they are subject to the powerful socializing forces of the school. This conflict intensifies when new professors are faced with the differences between the theory learned in undergraduate studies and the realities of practice in educational institutions, leading many to reevaluate the profession and, in some cases, even abandon teaching. Nevertheless

[...] if teachers are very competent and successful in convincing the figures in authority of their competence, then, given that they have won their approval, they can determine a form of change by extending their power to use discretionary judgment, even without assuming formal roles of authority (Day, 2001, p. 103).

However, if beginning teachers are unable to adjust to the institution, they may end up doing the minimum necessary, without motivation or transformation, which leads to accommodation. However, it is understood that this accommodation does not contribute to professional development. It is essential that the beginning teacher understands that learning about teaching does not end with the completion of graduation, because, as André (2018) points out, this learning process continues throughout the career. Recognizing this is essential to avoid discouragement in the face of the challenges of the profession and seek support from more experienced professionals. The author states that:

This movement, however, cannot be restricted to personal initiative; it must find an echo in educational institutions and educational policies. The beginner needs to receive support and guidance in the work environment, so that he recognizes that teaching is a complex profession, which requires constant learning and that to face the issues and challenges of daily practice it is necessary to continue studying, turn to more experienced colleagues, seek support, be willing to learn (André, 2018, p. 6).

In this context, we agree with André (2018) when he states that teaching is a complex activity, and for the professional development of beginning teachers to be meaningful, a continuous learning process is necessary, supported by everyone around them, to overcome fears and gain confidence in practice. Thus, it is essential to better understand the challenges faced in the first years of teaching.

Tardif (2014) describes the stages that mark the beginning of the teaching career. The first phase, which he considers a "rite of passage", represents the transition from student to teacher. At this stage, the newcomers discover that discussions about educational principles or pedagogical guidelines are not so relevant in the meetings between teachers, and this phase is more marked by bureaucratic practices to ensure the normality of the school routine, with the newcomers adjusting to the established rules.

The second stage, according to Tardif (2014), involves initiation to the informal normative system and hierarchy within the school. During this phase, the most experienced teachers transmit to the novices the informal norms of the school environment, such as the appropriate behavior and the correct way of dressing, socializing these essential aspects of daily life in the institution.

The third stage is related to the "discovery of 'real' students" by the beginning teacher (Tardif, 2014, p. 83). The teacher has an idealized image of his students, but when experiencing teaching, this vision conflicts with reality. Tardif and Raymond (2000) propose that the beginning of the teaching career can be divided into two phases: the exploration phase, which goes from the first to the third year, and the stabilization and consolidation phase, which goes from the third to the seventh year. During the exploration phase, the teacher seeks acceptance among his colleagues and students, and begins to experiment with different roles. In the stabilization phase, the teacher gains confidence, focusing more on the content and needs of the students. Consolidation, for the authors, does not depend only on time, but also on the conditions provided by the profession, such as the assignment of easier classes, the support of school management, and interactions with co-workers who are open to discussions about pedagogical practices.

The experiences lived by the beginning teacher throughout his career tend to be gradually transformed and improved. This transformation is the result of pedagogical praxis, characterized by a reflexive movement based on action.

Gonçalves (2013) observes that entering the teaching career is marked both by the struggle for survival, resulting from the shock with reality, and by the enthusiasm of discovering a new world. The struggle for survival is often related to a lack of preparation, difficult working conditions, and difficulty identifying as a teacher. This phase can generate the desire to assert oneself as a teacher or even to abandon the profession. On the other hand, those who do not face these initial difficulties tend to be more self-confident, often due to the belief that they are well prepared for the challenges of teaching (Gonçalves, 2013).

Garcia (1999) contributes to the reflection on the process of initiation to teaching, highlighting its specific characteristics in the teaching profession. The author states that "[...] initiation to teaching is the period that covers the first years, in which teachers make the transition from students to teachers" (Garcia, 1999, p. 113). This initial period of entry into the teaching career is characterized by tensions and adaptations, in which the beginning teacher is faced with the practical challenges of the profession. In this context, the school plays a fundamental role in offering support to beginning teachers, helping them to overcome the difficulties of this transition process and favoring their insertion in the school environment.

In turn, the beginning teacher seeks, in the first years of the profession, to build his personal and professional identity. Day (2001, p. 102) explains that entering the teaching career is an effort in two directions and that it will depend on "[...] of their ability to deal with the organization and problems of classroom management, with pedagogical and curriculum knowledge, but also of the influence of classroom and teachers' room cultures".

A survey conducted by Garcia (1999, p. 113) with 107 beginning teachers pointed out that:

[...] The first years of education are difficult years, both personally and professionally, especially in the atypical case of interim teachers. We also found that beginning teachers differ from each other according to the contexts in which they teach. That the experiences they have had as students greatly influence teachers of basic general education. We also found that teachers' problems refer mainly to didactic aspects as opposed to personal or organizational ones.

At the beginning of the career, the beginning teacher experiences significant personal growth. In the first years of teaching, he usually learns how to teach. Despite his insecurity, he tries to please his students and is willing to incorporate the rules and routines of the school, often observing the posture of his classmates. However, these characteristics may be accompanied by problems specific to the profession.

Garcia (1999, p. 174, emphasis added) points out that the main problems that threaten beginning teachers are the uncritical "imitation" of behaviors observed in other teachers, the "isolation" in relation to colleagues, the difficulty of "transferring" the knowledge acquired in training and the development of a "technical conception" of teaching. According to Nóvoa (2006), if there is no adequate care for the professional development of these teachers, many other problems will arise. Thus, it is essential "[...] to build more harmonious and coherent forms of integration of these teachers" (Nóvoa, 2006, p. 14), preventing the development of "[...] dynamics of individual survival that lead to an individualistic closure of teachers" (Nóvoa, 2006, p. 14).

If there is no welcoming look that is concerned with the integration of the young teacher into the school, there may be an accentuation of the isolation of this professional, precisely due to the feeling of insecurity, which can lead, as already mentioned, to the abandonment of teaching. In this sense, André (2018, p. 7) highlights other factors that compromise the professional development of the beginning teacher, they are:

[...] the lack of encouragement to collective work and consequently the non-promotion of relationships with other school professionals and with the parents of students; the overload of tasks that can culminate in teacher burnout; the high

number of students per class; the lack of material and incentive to diversified practices; the non-recognition of the effort undertaken and the work done by the beginner, as well as the absence of collaborative environments that facilitate and support their work.

On the other hand, André (2018) clarifies that many of the experiences lived by teachers at the beginning of their careers are decisive for professional development. When teachers realize that their work generates significant results in student learning, they revisit their concepts, which awakens feelings that reinforce their commitment to teaching. In this context, these experiences, in a continuous process of socialization and reflection with colleagues, become formative both for the school community and, especially, for the incoming teacher.

According to Day (2001), in the first years of their careers, teachers develop practices that help them to face the complexities of teaching, aiming at their acceptance by the school community. These practices are understood by beginning teachers as:

1. Routine work standards;
2. quick intuitive reactions to situations and events in the classroom;
3. assumption of ideas taken for granted that inform daily practices and discourses in the classroom, in the teachers' room and in other school contexts (Day, 2001, p. 49).

According to Day (2001), the explicit nature of teachers is influenced by the informal knowledge that beginners implicitly construct, as they experience the context of the classroom and the school. This informal knowledge construction, often not formally taught during initial training, is essential for teachers to adapt to the reality of teaching.

Initially, many teachers enter the profession with an idealized view that teaching will be a socially significant and rewarding activity. However, as they begin to deal with the reality of the profession, the difficulties related to teaching, personal challenges, and the pressures of society and the school community begin to impact the way they perceive their work. These factors can generate feelings of frustration, leading teachers to reevaluate their expectations and, in some cases, even question their career choice.

These experiences, often marked by a process of adjustment and adaptation, are fundamental for teacher training, as they reflect the tensions between the theory learned in training and the daily practice faced in the school context. Reflecting on these difficulties can, over time, help the teacher to develop a deeper understanding of their role and to find strategies to deal with the complexities of the profession.

Day (2001) points out that, although many teachers are in contact with continuing education programs, many do not feel fully satisfied with the intellectual stimulation that these training courses offer. This is because these initiatives often do not address the real professional needs of teachers or focus on practical situations that are crucial to the development that teachers seek. As a result, they end up not contributing effectively to the improvement of teaching and, consequently, the quality of student learning, especially in an educational context in constant transformation. This feeling of disconnection with the institutional culture in the first years of teaching leads beginning teachers to a gradual process of adaptation. Over time, they adjust, often unconsciously, to the informal rules of school management, internalizing these practices and thus socializing into the school environment.

According to Day (2001, p. 104):

To the extent that assumptions about school and classroom practices continue to be unquestioned and problematized, they are likely to function as limitations to teachers' capacities to evaluate their work and thus improve their professional know-how.

The professional development of teachers is impaired when they do not feel comfortable in the work environment to share their difficulties. Therefore, it is essential to create a welcoming environment, where they can reflect on their practices and discuss the challenges of teaching. Investing in the care of incoming teachers and in public policies that favor their professional development is fundamental, as André (2018, p. 7) points out:

It is important that institutional policies or initiatives are specially designed for professional insertion, a moment that differs from initial and continuing education, due to its peculiarities, transition phase, integration into the teaching culture, insertion in the school culture, learning the codes and norms of the profession.

These insertion policies should be institutionalized by both public policy managers and school managers, who have a crucial role in creating a favorable environment for socialization between beginning and more experienced teachers. Taking care of the beginning teacher, as already mentioned, is a collective and essential task for their development.

NARRATIVES AND PIBID OF THE PEDAGOGY COURSE AT UNEMAT IN JUARA-MT

Considering the importance of discussions on teacher training in the context of PIBID to improve the quality of basic education, the research carried out aimed, based on

the result of the public notice of the PIBID subproject of the university campus of Juara/UNEMAT/2014, to locate the graduates, forwarding them the form to characterize the profile outlined for the interviews. Next, we present the axis that addresses the narratives of these teachers about the meanings of PIBID for their teacher training. We agree with Soczek (2011), who states that PIBID provides greater contact between the licentiate and the school, creating a space for approximation between institutions (school and university). To think about the program is to strengthen the hope for a teacher education of social quality, because, as Soczek (2011, p. 64) states,

[...] It means, literally, the insertion of "new blood" by promoting teamwork, contributing to personal and professional growth by rethinking school practice, overcoming a tendency to reproduce consolidated practices in an uncritical way. HEIs also win, when they are invited to think about their training processes.

Thus, it is understood that the partnership between the two educational institutions, established by a teacher training policy, is a significant indicator for the promotion of a social quality education, by delivering to the community a trained professional who is better prepared to face the challenges of the teaching profession. In this context, by inserting the licentiate students in the school environments, the future teacher is offered the opportunity to get to know the reality of the school and consolidate his professional identity. Next, the speech of Teacher 01 highlights the importance of PIBID for the process of her training:

Wow, PIBID meant a lot, PIBID prepared me to be here today, so that I could be a good professional. I'm proud of my work, I'm proud to say that I was Pibidian. [...]. Because, when we enter as a scholarship holder, we gain learning, we prepare ourselves better for the profession, we feel more peaceful. (Teacher 01).

Teacher 01 proudly expresses her trajectory as a teacher, highlighting that the security she feels in her practice was provided by her participation in PIBID. This reinforces the idea that the school plays a crucial role in the training of future teachers, assuming the position of protagonist in the training processes. Canan (2012, p. 34) clarifies that PIBID is a policy that promotes integration between the university and basic education institutions, in which "[...] the more experienced teachers start to act as co-trainers of these future teachers, with the expectation of contributing to the elevation of the indices of Basic Education in Brazil".

PIBID is an initial training policy that provides the licentiate student with the opportunity to move through both academic and school spaces, favoring their process of self-knowledge and self-construction. In this context, Nóvoa (2017, p. 1121) highlights that:

To become a teacher is to transform a predisposition into a personal disposition. We need spaces and times that allow a work of self-knowledge, of self-construction. We need accompaniment, reflection on the profession from the first day of classes at university, which also help to combat the phenomena of dropout and, later, of "demoralization" and "malaise" of teachers.

This time, it can be said that PIBID collaborates with this process. This is evidenced in the reports of Teachers 02 and 03, as follows:

[...] within PIBID I was able to be sure that I wanted to teach, that I wanted to be a teacher, that I wanted to contribute to education, and I also believe that today, having all the experiences I had in my academic career, in my professional career, suddenly, if I had not been given the opportunity to be part of a program as important as PIBID, Maybe I wouldn't be playing the roles in education that I do today. (Teacher 02).

PIBID was the most important step for me because, as I was very afraid of the classroom, the first time I entered the classroom as a Pibidian I could not talk to the student. The teacher advised me how I should work with the students and I trembled, I couldn't talk to the student, I trembled, I was very afraid, then, like, if it weren't for PIBID, maybe I wouldn't have entered, I wouldn't have practiced this profession, I would have stayed out of the classroom out of fear. (Teacher 03).

The narrative of Teacher 02 shows that PIBID was a crucial experience to strengthen her desire for the profession, providing possible paths and experiences that contributed to her maturation and identification with teaching. On the other hand, the narrative of Teacher 03 reveals a certain tension when she is inserted in the school space, fed by the fear she had in relation to teaching practice. However, she recognizes that, without PIBID, she would not have ventured into the profession, given her lack of pedagogical experience. Thus, it is understood that PIBID plays a fundamental role in helping undergraduates to overcome fear, better prepare them for teaching and mitigate the "reality shock" that many teachers face in the first years of their careers.

Nóvoa (2017) points out that teachers need to be prepared to deal with unforeseen situations in everyday school life, and, for this, the connection between university and school must be strengthened. Training should enable the construction of a firm professional posture, allowing the teacher to "learn to feel like a teacher" (Nóvoa, 2017, p. 1123).

The contributions of Professor 04, below, highlight that PIBID represents an important indicator of approximation between theory and practice, providing a space for continuous dialogue about the pedagogical practice under construction. For him, PIBID significantly marks the professional trajectory of the teacher by incorporating moments of constant reflection on his practice. He states that:

[...] it broadened my vision to learn to analyze what I'm doing and change my methodology [...] PIBID helped me with this, to learn different methodologies, to reevaluate my practice to see what was working and what wasn't, and to recalculate the route, because sometimes we make a plan, We think that everything will go as we planned, and in execution and practice, it ends up happening in a different way. So, PIBID helped a lot to reflect on the practice and see what was working and what needed to improve. (Teacher 04).

The approximation, the "recalculation of the route" and the constant reflection on the practice are fundamental aspects that collaborate for the construction of a formative space provided by the projects implemented by PIBID. The joint presence of the university, schools and teachers allows the licentiate student to move through these spaces and live with professionals who, in the future, will be his professional colleagues. In this environment, the connections with practice become evident and, as Nóvoa (2017, p. 1123) argues, these connections generate "[...] links and intersections without which no one will become a teacher". Teacher 04's statement, when reflecting on the importance of PIBID in this training process, refers to Freire's idea (2017, p. 39), which highlights the need for a critical reflection on teaching practice, pointing out that teaching is not only transmitting knowledge, but engaging in a continuous process of learning and critical analysis of what is done and how it is done in everyday school life.

[...] It is fundamental that, in the practice of teacher training, the apprentice educator assumes that the indispensable right thinking is not a gift from the gods nor is it found in the guides of teachers that enlightened intellectuals write from the center of power, but, on the contrary, the right thinking that surpasses the naïve has to be produced by the learner himself in communion with the teacher trainer.

Freire (2017, p. 40) complements, stating that "[...] It is by thinking critically about today's or yesterday's practice that one can improve the next practice. The theoretical discourse itself, necessary for critical reflection, has to be in such a way that it confuses with practice." Thus, when considering PIBID as an initial training program that promotes reflection on teaching practice, as demonstrated by the report of Teacher 04, the importance of this policy for the training of future teachers is evident. PIBID not only encourages undergraduates to think about their practices, but also encourages them to reflect on the successes and mistakes during the undergraduate period. Thus, it can be stated that PIBID is an integrative and continuous action in the process of professional development, which transcends initial training.

Tardif and Lessard (2014, p. 17) explain that the teaching work is complex and cannot be seen as a secondary professional activity. On the contrary, the teaching work is

fundamental to understand social transformations, being one of the keys to understanding the changes in work societies. Therefore, programs such as PIBID, which bring undergraduates closer to school contexts, are essential to ensure the quality of teacher training, with a direct impact on society.

We agree with the statement of Campelo and Cruz (2016, p. 98), who highlight PIBID as a "[...] opportunity to think and teach with basic school teachers in a real work context and the early immersion (and in a continuous cycle) of the licentiate students in the school". Considering that the teaching profession is complex, it is clear that teacher training requires significant investments to ensure professional competence.

André (2016, p. 32) highlights that teacher training must be anchored in a continuous and critical-reflective process for the improvement of professional development, in line with the idea that constant reflection on practice is essential for progress in the teaching career.

[...] training of a teacher who is able to focus on his professional work, understand what is happening, problematize that situation, seek elements to understand it better, give intelligibility to that situation, evaluate what is good, what needs to be improved, make the decision to incorporate these findings made in a work of restructuring his practice.

The statements of Teacher 04 show that PIBID offers a significant training, becoming a valuable experience for future teachers to build practical knowledge about teaching. In this context, the statement of Teacher 06 corroborates the narrative of Teacher 04, by highlighting practice as the main contribution to teacher training, showing that, by experiencing the daily life of the school, the licentiate students are able to integrate theory and practice in a more effective and assertive way.

[...] PIBID allowed [...] to learn even in practice, to put into practice everything that we read, observed, analyzed. So, it allowed us to practice, 'to' not get so lost when [...] we finished college and went to act, so it allowed [...] to have a much greater practice, to work on top of what sometimes we couldn't work in a university classroom [...] (Teacher 06).

The professor's speech highlights the importance of PIBID, especially with regard to the articulation between practice and knowledge acquired at the university. This is corroborated by Araújo, Batista and Maia (2017, p. 145), who point out that PIBID actions help undergraduates to relate "[...] academic theory and pedagogical practice in the school context, allowing them to know the dynamics of the school, its demands and its reality, in

addition to offering real possibilities of appropriation of the pedagogical processes that are developed in it". However, Imbernón (2011), when dealing with initial training, warns of the need for caution in excessively valuing practice as the only factor of professional development. In this sense, the author suggests important considerations about the practice in initial training, which should be taken into account to ensure a balanced and comprehensive training.

Practices in educational institutions must favor an integral view of these relations and must necessarily lead to the analysis of the close dialectical relationship between theory and educational practice.

Practices should be the central axis on which the formation of the teacher's basic professional knowledge revolves.

The practices should serve as stimuli to formal theoretical-practical proposals, in order to allow students to interpret, reinterpret and systematize their past and present experience, both intuitive and empirical (Imbernón, 2011, p. 66-67).

Thus, it is considered that the choice for the teaching profession is an indicator highlighted in the interviewees' reports about the impact of PIBID on their education. They emphasize the importance of experiencing, in practice, the knowledge acquired at the university, which strengthens the training received and prepares them for the challenges and obstacles that arise in the exercise of the profession.

FINAL CONSIDERATIONS

In summary, the objective of this reflection was to discuss the relevance of PIBID for teacher training, highlighting, through the narratives of the graduates, how the Program contributed significantly to prepare them for the challenges of the profession. The experiences lived by the scholarship holders throughout their participation in PIBID confirm the theoretical discussions about the importance of initial training combined with teaching practice, emphasizing the fundamental role that the experience in a school context plays in the construction of pedagogical knowledge.

The process of becoming a teacher is, in fact, multifaceted and complex, and PIBID offers a solid basis for the professional to recognize and strengthen himself in the profession. The narratives presented show that initial training, combined with the Program, allows the licentiate student to expand his pedagogical knowledge continuously, which results in greater security and confidence in the exercise of teaching.

Initial training plays a crucial role in the construction of teacher identity, which is a trajectory that develops throughout the career. The reflective performance of the teacher,

linked to his autonomy and commitment to practice, is fundamental in this process. By experiencing the practice while still undergraduate, the Teaching Initiation scholarship holder has the opportunity to improve their learning and better prepare for the challenges that arise in the field of education.

The beginning of the teaching career is admittedly a challenging period and often leads to the withdrawal of the profession. In this context, policies such as PIBID are essential to improve the training and working conditions of teachers, promoting a more effective integration between the theory learned at the university and the school reality. PIBID is, therefore, a crucial strategy to strengthen basic education and better prepare future education professionals.

Finally, the partnership between university and school, established by PIBID, contributes significantly to the improvement of the training of undergraduates and teachers, promoting quality education. This articulation strengthens the teaching and learning processes, not only for future teachers, but also for school students, boosting the social quality of basic education and preparing professionals committed to the transformation of teaching.

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