



Report of the internship experience in PIBID: critical reflection from the feelings and observations

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Abstract

This study emerges from the experience in the Institutional Program for Scholarship Initiation to Teaching (PIBID). The program's principle is to provide the undergraduate student with an approach to the school context. This is an experience report study whose objective is to highlight the evolution of feelings and observations of the undergraduate student at the beginning and at the end of the program, and to critically report the experience in the PIBID internship. The study was built through reports, lesson plans, experiences, and observations of the Physical Education graduate for 2 years in a public school. It was identified that the program allowed the establishment of the teacher-student relationship and, consequently, a positive evolution of the student's feelings. Also, the PIBID appears to be a great program for teacher training, but the lack of training for trainees can lead to an evasion in the undergraduate courses, mainly due to lack of experience and feelings of insecurity and unpreparedness.

Keywords: Self-evaluation. Emotions. Academic formation.

Relatório da experiência de estágio no PIBID: reflexão crítica a partir dos sentimentos e observações

Resumo

Este estudo surge da experiência no Programa Institucional de Iniciação ao Ensino de Bolsas de Estudo (PIBID). O princípio do programa é proporcionar ao estudante de graduação uma abordagem ao contexto escolar. Este é um estudo de relato de experiência cujo objectivo é realçar a evolução dos sentimentos e observações do estudante de graduação no início e no fim do programa, e relatar criticamente a experiência no estágio do PIBID. O estudo foi construído através de relatórios, planos de aulas, experiências, e observações do licenciado em Educação Física durante 2 anos numa escola pública. Foi identificado que o programa permitiu o estabelecimento da relação professor-aluno e, conseqüentemente, uma evolução positiva dos sentimentos do aluno. Além disso, o PIBID parece ser um grande programa de formação de professores, mas a falta de formação dos formandos





pode levar a uma evasão nos cursos de graduação, principalmente devido à falta de experiência e sentimentos de insegurança e despreparo.

Palavras-chave: Auto-avaliação. Emoções. Formação acadêmica.

1 Introduction

Being a teacher is no easy task, it is a huge responsibility that one assumes with education and the future of other people. To educate is not a simple transmission of knowledge, but to make possible its understanding in dialogue with the world, is to develop the critical sense, creativity and bravery (FREIRE, 1997).

In the process of becoming a teacher, it is extremely important that the student has contact with the school during his training. During the internship is where the student, who spent years in school, goes through emotional and cognitive ruptures, leaving aside the student's look and emphasizing the role of the teacher (ALMEIDA; PIMENTA, 2015).

For Damasio (2000), feelings and emotions are important tools that influence our decision-making. This condition generates an importance in seeking to understand the feelings of the graduate during the internship.

Piconez (1991) also mentions that the internship enables an approach to school reality and allows, by means of observation, the collection of data for a critical reflection on the practice-theory-practice.

Thus, the Institutional Teaching Initiation Scholarship Program (PIBID) offered by the Ministry of Education (MEC) arose, whose goal is to provide undergraduate students with a first contact with the school environment and its context, in addition to stimulating the teaching practice (CAPES, 2020).

Thus, it is of great importance to understand what is the contribution of PIBID in teacher education and how it influences the feelings and perceptions of the undergraduate student throughout the program. Therefore, the objective of this study is to highlight the evolution of feelings and observations of the undergraduate student at the beginning and end of the program and to critically report the experience in the PIBID internship.





2 Methodology

This is an experience report developed by a Physical Education undergraduate student that was conducted in a municipal school through the Institutional Program for Scholarship Initiation to Teaching (PIBID). The research was based on the student's observations and feelings, as well as on the experiences acquired.

The internship was carried out between the period 2018 to 2020, in a municipal elementary school in the municipality of Florianópolis, Santa Catarina. The time spent on the internship was 36 hours per month, with eight hours per week performed on two days per week.

In order to contemplate the information used in the study, the experiences of the graduate student in the school environment were used. These experiences included the elaboration of teaching plans, teaching classes, developing projects with students and the community, as well as participating in meetings, debates, and lectures with parents and teachers of the school.

The study presents the intern's main feelings and observations during the beginning and the end of the program. The research is carried out using analysis and problematization, confronting theoretical ideas and practice and thus, debating with the literature and the opinions of other authors, relating the social and cultural aspects of the school community (LIMA; PIMENTA, 2006).

3 Results and Discussion

The internship through PIBID was the graduate student's first contact with the school from the teacher's point of view. It can be divided into two particularities: feelings and observations. And in two moments: beginning and end of the internship.





Table 1. Feelings developed during the program

| FEELINGS | |
|----------------------------|--|
| Start of internship | Fear, Nervousness, Fear, Insecurity, Uncertainty, Unpreparedness, Demotivation |
| End of internship | Understanding; Affection; Tranquility; Enchantment; Gratitude; Responsibility; Unable. |

Source: Prepared by the author, 2022.

Table 2. Main observations in the course of the program

| REMARKS | |
|----------------------------|--|
| Start of internship | <ul style="list-style-type: none"> - I didn't know how to communicate with the students; - There was no teacher-student relationship; - Often ignored by students; - Concerned about the students' acceptance of the activities developed during the classes; - Lack of knowledge about the culture of the community and school; - Lack of understanding about pedagogical policies; - Non-existence of a relationship with teachers from other areas. |
| End of internship | <ul style="list-style-type: none"> - Respect from the students; - Established teacher-student relationship; - Concern for the content to be taught for the sake of the students; - Improved understanding of the culture of the community and school; - Established bond; - Brief awareness of teacher's role outside the classroom; - Friendly and professional relationship with other teachers and school staff; - Understanding of pedagogical policies. |

Source: Prepared by the author, 2022.

The relevance of the Institutional Teaching Initiation Scholarship Program (PIBID)

The program was created in 2007 to encourage the training of teachers, in addition to improving the training of future teachers (CAPES, 2020). Therefore, the program is a great initiative since there are few opportunities for undergraduate internships during graduation.

The PIBID, among its positive points, is able to provide an opportunity for a more complete undergraduate degree, where the theory presented in the course is intertwined with the practice experienced in the internship. Solving problems only through theory can lead to utopia; the solution must be found through interconnected thinking and acting (MARX; ENGELS, 2001).





Also, the early contact with the school community enables the undergraduate to make a critical reflection on the theory and practice, generating questions that can be debated during the undergraduate classes (LIMA; PIMENTA, 2006). Gauthier et al. (1998) presents the issue of academic training not considering the school context. Therefore, the importance of debates about contents taught in the academic environment that are feasible or not with the school reality.

Among the negative points, or those that are most lacking in the program, is the lack of training and improvement courses. When the undergraduate student arrives at the school, in the first semesters of the undergraduate course, there is little information and knowledge about the program and the teaching-learning process.

The feelings of unpreparedness and fear stand out in the first months, and this may be one of the main factors for dropping out of the undergraduate course. However, Freire (1997) cites that we should not let fear persuade us to give up or not to face the challenge without struggle and effort.

A review study found that promoting self-regulation of emotions in undergraduate students can help in their future teaching practice by learning to deal with the different expressions of personal and student emotions that will emerge during classes (PELLISSON; BORUCHOVITCH, 2021).

However, when analyzing all the points of the program, its importance for the training of future teachers is apparent. It provides a better preparation to the undergraduate in his future workplace, developing him in rational and emotional aspects.

The feelings and observations during the internship

When analyzing the initial context of the internship, feelings of fear, nervousness, trepidation and insecurity arise (Chart 1) due to the first contact with the school in the role of teacher. According to Pompeu and Archangelo (2011), teachers cite the feeling of fear before the lack of authority in the classroom. During the internship these feelings arise





mainly due to the lack of teacher-student relationship, as well as students' misunderstanding of the role of the intern (Table 2).

This lack of recognition of the trainee by the students leads the trainee, when in front of the class, to resort to classes with content that the students like, not considering what they really need at that moment, all this to win the admiration of the students.

This is one of the problems that the trainee faced during the first months, but this factor was important, because it established the teacher-student bond. Studies have shown that by establishing a positive relationship with students, through dialogue and affective relationships, there is an improvement in the teaching-learning environment, as well as improvement in students' attitudes (VERAS; FERREIRA, 2010; BELO; OLIVEIRA; SILVA, 2021).

Also, feelings of uncertainty, unpreparedness and demotivation are manifested, feelings that reflect the academic situation of the trainee who is still in the early stages of the course. This fact further highlights the importance of developing a training course for interns.

According to Veiga, Leite, and Duarte (2005), training makes it possible to overcome the difficulties encountered at school, develop teachers' skills, and disseminate positive experiences. With a training course, the process of understanding the culture of the community, pedagogical policies, and how to relate to the students would be faster and could enable the trainee not to feel insecure, unmotivated, and unprepared.

However, over these two years of internship, a positive evolution of feelings and professional development occurred. When thinking about the feelings established at the end of the internship, understanding, affection, tranquility, enchantment, and gratitude emerge.

This change of feeling occurs due to the constructive process of bonding with students and other teachers. By winning the respect of the students and establishing the teacher-student relationship, the concern with the classes transcends to the necessary content for the development of the students and not a class to please them.





Also, the feeling of responsibility stands out. By understanding the importance of the profession and how much it impacts people's lives, it generates a reflection on the teacher's role at school, a topic little discussed during graduation and which should be highlighted. For Freire (1996), the teaching process occurs for the teacher and for the student; while the teacher teaches the student, he also learns. According to him, the teacher must be critical, also developing this thinking in the students through dialogue and affection.

Other aspects achieved at the end of the internship were the understanding of the school's pedagogical policy and the cultural identification of the school and community. According to Vygotsky (1995), culture is fundamental for the psychological development of the student, culture is a product of the social life and social activity of human beings.

A study identified that the exchange of experiences with the community enables a reflection on both sides, presenting the school reality, the teacher's role, the didactics and the difficulties presented to the community, and also enables a debate with the contribution of family members in teaching practices (REALI; TANCREDI, 2005).

Finally, there is the feeling of being inept in front of a profession that is very important in society. We can see that the experience made it possible to contribute to the formation, but when we add the experiences in the internship and the knowledge acquired in the course, these still do not make it possible to have the confidence to assume the role of a teacher.

At the moment that we are facing school reality, but are being oriented in the course to teach in a utopia, we are not learning what really contributes to teacher education. The PIBID made it possible to reflect on this and to understand that there needs to be more dialogue between university and school.

Among the strengths of the research we can highlight the longevity of the graduate student in the program, which lasted two years, and the experience in a public school, where the greatest difficulties in the educational sector are usually found. One of the weak





points is the fact that it is only the report of a graduate, highlighting only his feelings and observations.

4 Concluding remarks

The present study aimed to highlight the evolution of the feelings and observations of the undergraduate student at the beginning and end of the program, and to critically report the experience in the PIBID internship. The results showed that the program has visibly contributed to teacher education. The professional evolution during the two years of internship is notorious, as can be seen by comparing the feelings and observations at the beginning and at the end of the internship. It was observed that with the improvement of the situations mentioned in Chart 2, consequently an improvement in feelings was observed (Chart 1).

It is understood that the emotions are intertwined with the observations highlighted. The feelings, professionalism, and relationships observed suffered a positive evolution, but it was a long process, developed over two years.

It would be interesting to provide a training course focused on the context of the school where the intern is inserted, allowing a better adaptation to the environment where the PIBID intern will work, thus facilitating the adaptation process and perhaps minimizing the feelings of fear, nervousness, and insecurity.

Thus, we understand that feelings are important in decision making and in the way we observe society. The constructions of feelings during the internship can easily manipulate in the decisions of how we reflect the profession of the educator.

It is necessary, through debates and experiences, to provide a great experience in the PIBID to the undergraduate student, developing his positive feelings towards the school environment, facilitating his experiences with students, teachers, employees, and the community.

It would also be relevant to include in the undergraduate courses a subject that works theory and practice. Through a relationship between school and university, to





provide debates and critical reflections with undergraduate students and school teachers about the theories taught and their reality in practice.

Also, to enable the inclusion of the community in these debates. Understanding the ideas and reflections of these people who are also part of the school environment can facilitate the development of a better didactic and teaching-learning process.

It is extremely important to understand the different experiences of undergraduates in the PIBID, considering different regions of the country and in different courses. This would make it easier to understand, to a greater extent, the main feelings and challenges faced by future teachers, even allowing us to identify the main causes for dropping out of undergraduate courses.

Finally, we should increasingly provide the inclusion of the future teacher in an early way in the school environment, enabling him/her to better adapt to the environment already in the context of being a teacher and developing his/her critical sense.

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