

# *Students' reflections on their training in a letras course: the importance of PIBID and the pedagogical residency program*

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## **Abstract:**

This article focuses on analyzing the impressions of a group of undergraduates in Letras about their journey of teacher construction within the university and in other training spaces. It is based on the idea that teacher training occupies a central role in educational discussions and is seen as a continuous and multifaceted process, permeated by the actions of governments, the market and universities (Nóvoa, 1999). As part of a project aimed at leading students to reflect on the pillars of their future classroom practice, questionnaires with open-ended questions were administered to two classes on the Letras course at a university in the Midwest region of Brazil. The answers were explored qualitatively and quantitatively, using the tools of Content Analysis (Bardin, 2004), and indicated, among other results, the relevance of the PIBID and Pedagogical Residency Programs for achieving skills considered crucial for teaching.

## **Keywords:**

Initial training; PIBID; Pedagogical Residency Program.

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# Students' reflections on their training in a letras course: the importance of PIBID and the pedagogical residency program <sup>1</sup>

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## INTRODUCTION

In the contemporary educational scenario, the universe related to teacher training and the diversification of training spaces has become a central issue, among many other themes that are present in the search for a more meaningful education. Focusing on the first aspect, it is considered that "becoming a teacher" is something procedural, fostered over the course of a trajectory permeated by continuous and non-isolated aspects, which continue to develop throughout the subject's life based on their relationships with knowledge, with others and with the environment in which they are inserted.

The understanding of teaching as an activity linked to a constitutive process is clearly evident in Freire's well-known assertion that "no one begins to be an educator on a certain Tuesday at four o'clock in the afternoon. No one is born an educator or marked out to be an educator. We become educators through practice and reflection on practice" (Freire, 1991, p. 58). These considerations give rise to the idea that, even before the start of a teaching career, undergraduates can be encouraged to reflect on the paths that led them to the choice of becoming a teacher, as well as their expectations of their future professional career. For this last action, opportunities for students to come into contact with other educational spaces beyond the university are important. Two of these possibilities, the Teaching Initiation Program (PIBID) and the Pedagogical Residency Program (PRP), will receive special attention in this study, as will be seen below.

On the aspects involved in the constitution of a teacher during their time at the training institution, Fleig and Bolzan (2017, p. 3) state that

[...] the relationships that students establish during their training courses, as a result of the activities, spaces and times of pedagogical dialogue, make it possible to reflect on their training processes, generating new appropriations, configurations and (trans)formations. By expressing their elaborated beliefs and values about the process of teaching production, challenges emerge that have repercussions on the training experiences, thus focusing on the elements that are constitutive of this process, in other words, the experiences of new ways of becoming a teacher.

For the authors, undergraduate courses are an important time for different aspects of "being a teacher" to come together at the same time as the challenges and questions that will fuel new and continuous reflections emerge. The reflections that emerge about the path one takes to become a teacher is what this research seeks to capture, in general.

More specifically, the article aims to provide a panorama of impressions about the initial training process of future teachers, an analysis of the students' view of the programs most closely linked to preparing them for their future work as teachers. The main objective of PIBID is to

"[...] promote the student's initiation into the school environment in the first half of the course, aiming to stimulate, from the beginning of the teacher's journey, observation and reflection on professional practice in the daily life of public basic education schools" (Brasil, 2018, p. 2).

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<sup>1</sup> Translated by: Ivan Colonhesi.

The action offers teaching initiation scholarships to students of presencial courses who dedicate themselves to an internship in public schools, with the aim of anticipating the link between future teachers and the public school classrooms. With this initiative, the program promotes a link between higher education (through degree courses), the schools and the state and municipal systems.

The Program's first Call for Proposals, published by Brasil (2018), within the scope of the Coordination for the Improvement of Higher Education Personnel [Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – CAPES], states that the purpose is to foster institutional projects implemented by Higher Education Institutions [Instituição de Ensino Superior – IES), contributing to the improvement of the initial training of basic education teachers in undergraduate courses. The document stipulates as its first objective

To improve the training of undergraduate students, through the development of projects that strengthen the field of practice and that lead undergraduates to actively exercise the relationship between theory and professional teaching practice, using data collection and diagnosis on teaching and school learning, among other didactics and methodologies (Brazil, 2018, p. 1).

The participants in the study were students from the 5th and 7th (penultimate) semesters of a Letras course based at the Três Lagoas campus of the Federal University of Mato Grosso do Sul. The course has the following majors: Letras - Portugues, Letras Portugues - English and Letras - Portugues - Spanish, whereby part of the curricular components is taken based on the specificity of the qualification and, in another portion of the subjects, the academics come together. Thus, the 5th and 7th semester classes were invited to answer a questionnaire with open questions, which are numbered below:

- 1) What are the main characteristics of a teacher?
- 2) What essential skills has the university provided you with for future teaching?
- 3) How do you see the university's relationship with its surroundings?

As a constant term in one of the questions, it should be noted that "skills" are understood as essential learning that students need to develop, which enable actions to be carried out, based on acquired knowledge. It can be said that this view is present above all after the PCN because they are a guiding document that explains and details the **competences** (broken down into skills) to be acquired by students in the different areas.

The questions above were activities linked to a teaching project entitled "Building yourself as a teacher-researcher: experiences and exchanges between training spaces", developed by students from different periods of the course. The project was based on stages of reflection and discussion on theoretical texts, the formation of groups assigned specific tasks and field research. Although the questionnaire was not specifically about the programs, it was an offshoot of the project to analyze how receptive the students were to all the initiatives that, in some way, were designed to link them to teaching practice. In addition to the two programs under discussion, these include internships and university extension projects.

As this is a study which seeks to construct and present conceptions about a social issue, based on what was said by the actors in the investigation (Sousa; Santos, 2020), the qualitative approach adopted is Content Analysis, according to Bardin (2004, 2011). The adoption of this analysis tool is justified because it encompasses "a set of techniques for analyzing communications, which aims to obtain, through systematic and objective procedures for describing the content of messages, indicators (quantitative or not) that allow inferences to be made about the conditions of production/reception (inferred variables) of these messages" (Bardin, 2004, p. 41).

In order to achieve the objectives, the text is organized into four parts: the first section contains the fundamental ideas for understanding teacher training as a continuous and multifaceted process, as well as specifications about the target programs, PIBID and PRP. The second section sets out the main theoretical and methodological bases for qualitative research and content analysis, as well as the research procedures themselves. This is followed by an analysis, in the light of the theories, of the most salient considerations about the two programs in the context of the training trajectory, as evidenced by the group of respondents. The last section contains the Final Considerations, followed by the theoretical framework used.

## **THE PROCESS OF TEACHER DEVELOPMENT AND THE FOUNDATIONS OF PEDAGOGICAL INITIATION PROGRAMS**

Before the teaching profession was conceived as it is today, it went through a series of processes. Taking the 19th century as a milestone, it can be said that there was a significant change in the conception of the activity of teaching, compared to the more religious nature of education previously. With the growth of public education, formal teaching systems emerged and the need for teacher training institutions grew. As Nóvoa (1999, p. 18) points out:

[...] training institutions occupy a central place in the production and reproduction of the body of knowledge and the system of norms of the teaching profession, playing a crucial role in the development of pedagogical knowledge and a common ideology. More than training teachers (on an individual basis), normal schools produce the teaching profession (on a collective level), contributing to the socialization of its members and the genesis of a professional culture.

The 20th century brought important advances in the professionalization of teaching. There was a quest to formalize the training itinerary inherent in the career, with the creation of universities specifically geared towards training educators. The university thus came to be seen as the main mediator in the training of educators, a context that should house different types of knowledge in a non-hierarchical way. Neither the theories produced by the university are superior, nor the knowledge from school practice that often enters the academic space. Returning to Nóvoa (1999, p. 26), it is understood that

Teacher training is probably the most sensitive area out of the changes taking place in the education sector: it's not just training professionals; it's producing a profession. Throughout its history, teacher training has oscillated between academic models, centered on institutions and "fundamental" knowledge, and practical models, centered on schools and "applied" methods. We need to overcome this dichotomy, which has no relevance today [...]

In view of the above, the author defends the partnership that higher education institutions and schools need to have, since tight conceptions of pedagogical theory and practice can impoverish both activities that take place in schools and theories that try to advance in the academic sphere.

In the same direction, we have the ideas of Tardif (2002, p. 210), for whom "in every occupation, time emerges as an important factor in understanding the knowledge of workers, since working refers to learning to work, that is, to progressively mastering the knowledge necessary to carry out the work". In the case of teaching, this knowledge comes from the intrinsic relationship between higher education institutions and schools, providing a relationship between theory and practice, where theory is the basis of knowledge and practice is the knowledge in use. With Lessard, the author also states that:

[...] the knowledge that is the basis for teaching, as seen by teachers, is not limited to well-circumscribed content that depends on specialized knowledge. It covers a wide range

of issues, problems that are all related to their work. Furthermore, they do not correspond, or at least very little, to the theoretical knowledge obtained at university and produced by research in the field of education: for professional teachers, work experience seems to be the privileged source of their teaching knowledge (Tardif; Lessard, 2008, p. 61).

Pimenta and Lima (2005/2006, p. 16) bring from Schön (1992) the idea of epistemology of practice, which corresponds to valuing professional practice as a moment of knowledge construction, through reflection, problematization of experiences and analysis. The authors point out that this concept paves the way for research to be combined with teachers' actions, leading to what has been called "reflected practice".

However, if the initial training stage places practice as "lesser" than the set of theories taught in the courses, there may be a shock for newcomers when they enter the school as teachers. If there is little correspondence between the experiences on the *school ground*<sup>2</sup> and the knowledge obtained at university, there can be a great deal of initial insecurity, either because of the change from being a student to a professional, or because of the demands encountered, based on standardized and hierarchical teaching. This scenario often results in professionals who have just left university feeling "out of place" in their careers, feeling unprepared due to the lack of certain tools, experiences and resources that could have been acquired during their training.

From the aforementioned, what should be evident in any discussion about the profile of teachers is the idea that their training is a continuum, a process. Larrosa, in his 1998 work, defines formation as "a process by which something achieves its form. Its basic structure is a back and forth movement that contains a movement out of itself followed by another movement back into itself. The starting point is always the self, the everyday, the familiar or the known [...]" (Larrosa, 1998, p. 315). Understanding these movements distances us from the prescriptive idea that there is only one fixed model to be followed in order to become a teacher. It also does not converge with the idea of the end point of the trajectory, as it makes it clear that a step towards the "arrival" can, at the same time, be the input for a new route.

In line with this, Passos *et al.* (2006, p. 195) propose the term professional development, as they consider that

[...] teacher training from a perspective of continuous training and professional development, understood as a personal, permanent, continuous and inconclusive process that involves multiple stages and instances of training. In addition to personal growth throughout life, it also includes professional (theoretical-practical) training during initial training - focused on teaching and involving conceptual, didactic-pedagogical and curricular aspects - and the development and updating of professional activity in continuing training processes after graduation. Continuous training, therefore, is a phenomenon that takes place throughout life and is integrated into each person's social practices and daily school life [...].

Considering this longitudinal dynamic that involves the training and development of the subject towards a role that can be recognized as "that of the one who teaches", initiatives such as the programs discussed here have emerged. Founded by MEC Ordinance No. 38 on December 12, 2007, PIBID was created with the aim of encouraging students at federal higher education institutions to begin teaching and to prepare teachers to work in public basic education.

The specific objectives of PIBID are:

Encouraging the training of teachers for basic education, especially for secondary education; valuing the teaching profession, encouraging students who opt for a teaching

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<sup>2</sup> The expression *school ground* is understood from Bernardes Neto (2023, p. 5) who states: "(school ground) is defined here as the dialectical synthesis between the subjectivity of individuals who are part of the school community (students, workers of education, those responsible for students, government authorities) and the concrete conditions of existence of each school, situated within a historical, political, economic and social context".

career; promoting the integrated articulation of higher education in the federal system with basic education in the public system, in favor of solid initial teacher training and raising the quality of academic actions aimed at the initial training of teachers in degree courses at federal higher education institutions (Brasil, 2007, p. 1).

As for the PRP, instituted by CAPES via Ordinance No. 38 of February 28, 2018, it is one of the actions that make up the National Teacher Training Policy and aims to induce the improvement of practical training in undergraduate courses, promoting the immersion of undergraduates in basic education schools, subject to the prerequisite of having completed at least half of the course. This immersion should include, among other activities, classroom supervision and pedagogical intervention, accompanied by a teacher from the school with experience in the student's teaching area and guided by a teacher from their HEI. The program, which is linked to the other lines of the training policy, is based on the premise that degree courses must ensure that their graduates have the skills and competences to provide quality teaching in the country's schools.

In view of the above, it can be seen that the professional development of teachers, understood as a reflective and critical process about educational practice, is organized as a path permeated by many factors (social, personal, professional, life trajectories...) and cannot be explained by observing just one of its variables. Looking at this reality, many authors have proposed writing as a means of externalizing the nuances of the teaching experience. Gauthier *et al.* (1998), for example, use the famous phrase "know thyself" in the introduction to their book on the search for a theory of pedagogy and the craft of being a teacher. One of the ways in which teachers reveal and reflect on what they think about their identity, especially when they are at the start of their career (or at any other stage of it), is through writing. In the search for what can be called teacher protagonism in their training, reading and writing have become substantial elements. When writing, the subject mobilizes concepts and theoretical systems and positions themselves as a producer, rather than just consuming texts.

It is worth remembering, however, that even in groups where the actors are similar, such as the students focused on in this research, the idea of homogenizing teachers in training does not fit, since the meanings provided by writing are revealed from the singularities of each one. In this way, the meanings help to guarantee an important principle of teacher training: the possibility of questioning one's own beliefs and expectations about practice.

The answers to the questions on the questionnaires are the objects which, in this investigation, materialized the writing of future teachers. The following section focuses on how they were analyzed using analysis categories developed within the framework of content analysis (Bardin, 2004).

## **METHODOLOGY**

The aim of this section is to contextualize the research itinerary, specifying the project that gave rise to it, the stages and the participants. Next, a link is made between the handling of the data, from the beginning to the end of the investigation, and the analytical framework - Content Analysis along the lines of Bardin (2004, 2011).

### **1. The project**

The actions involved in this research originated within the scope of the project "Building yourself as a teacher-researcher: exchanges and experiences in different training spaces", which was conceived and developed as another locus for reflection within the Letras course at the Três Lagoas campus of the Federal University of Mato Grosso do Sul. The course runs in the evening and has three majors: Letras - Portuguese/English, Letras - Portuguese/Spanish and Letras - Portuguese.

The students who got involved in the project did so voluntarily, following an invitation from the teacher leading the initiative. Seven students, from the 6th and 8th semesters of the three majors in the Letras course, were the actors in the project and, in the initial stages, they read theoretical texts and held collective discussions, mediated by the teacher. The idea behind these activities was to provide a theoretical-methodological basis for the subsequent phases: entering other training spaces (schools) and applying research techniques.

All seven students were already working in school units, an insertion motivated above all by their internships. Thus, it was natural to move beyond theoretical debates, shifting interest to associations between the assertions in theories and the circumstances of practice. These moments formed an important part of the research, structuring it as one of the phases that enabled the qualitative research approach elaborated by Bardin (2004, 2011) and called Content Analysis, as it can be seen below.

## **2. Content Analysis and the construction of methodological procedures**

Phenomena involving human subjectivity and the complex relationships established by men in society are often approached through the lens of qualitative research. Thus, the qualitative study of a social issue has accompanied research in various areas and, according to Minayo (2010, p. 22), "refers to the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena".

In qualitative research, the research materials adopted are always intertwined with language, which requires the researcher to obtain plausible interpretations for the problem focused on within the pluralism of what is said about it. In this context, Content Analysis emerges, which aims to analyze what has been said in the midst of an investigation, constructing and presenting conceptions around an object of study. This task goes through the following phases: Pre-analysis, Exploration of the material and Treatment of the results (Bardin, 2011).

Each phase is broken down into a number of procedures. In the sphere of the aforementioned teaching project, the Pre-analysis phase had its Floating Reading sub-phase built during discussions of theoretical texts. From these emerged the regularities of the academics' thinking, evidenced in the most recurrent expressions in their speeches and guiding their concerns. Called "initial categories", they were as follows: a) the main characteristics of a good teacher; b) how well the skills acquired at university match the reality of the profession and c) the relationship between school and university.

The "discovery" of these questions, which were considered so pertinent, was the starting point for the idea of expanding the study, mapping the impressions of a larger group of future teachers regarding the training path they follow at university and in other spaces that they enter as their degree progresses. Subsequent decisions were then made to check, in addition to the students who were members of the teaching project, what form these central concerns would take in the discourse of other students from the three Letras majors, thus idealizing the questionnaires as research documents.

The questions in the questionnaire are repeated below. The questionnaire was transformed into a Google Forms<sup>3</sup> document and emailed to all the students in two classes (3rd year and 4th year). These classes were chosen because they had already had more opportunities for reflection and were in the second half of the course. The focus was not just on students who were or had been taking part in PIBID and PRP, precisely in order to obtain broader data on all the collective and institutional initiatives to prepare them for teaching.

The questions were:

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<sup>3</sup> Google Forms is a free service for creating online questionnaires. Through a common email account, it is possible to produce multiple-choice surveys, ask discursive questions, request evaluations on a numerical scale, among other options.

- 1) What are the main constitutive characteristics of a teacher?
- 2) What essential skills has the university been providing you with for future teaching?
- 3) How do you see the university's relationship with its surroundings?

It is considered that the stage of selecting the questions is, at the same time, a moment of formulating indicators which, in the subsequent stages, allow the so-called "intermediate categories" of analysis to be observed in the texts.

Twenty students, allocated to the three majors, responded voluntarily: 12 from the 5th semester and eight from the 7th semester of the course. In the universe of their responses, taken as the corpus of the research, the prominence of positive considerations about the programs under analysis was noted, which was taken here as the object of investigation.

Both the sending of the document, via each academic's institutional e-mail address, and the receipt of the responses took place during the month of May 2023. Once the answers were in hand, the detailed exploration of the material began, consolidated by the "Categorization or coding of the data", in line with the theoretical references. This stage enables the final one: Treatment of the results. Both are explained in more detail in the next section.

## ANALYSIS: THE IMPORTANCE OF PROGRAMS OF PREPARATION FOR TEACHING PERFORMANCE

In the material exploration phase, all the answers were read in order to extract regularities, signaled by the repetition of words or terms (Bardin, 2004). Grouping these recurrences allowed five intermediate categories of analysis to be deduced, as shown in Table 1. Only CI3 will be analyzed due to the cut-off required for this article.

**Table 1** - Intermediate categories of analysis

Intermediate categories (IC)		
Order	Category	Guiding ideas
IC1	Urgent reflection on the relationship between school and university	All the participants (20) saw the partnership between these entities as extremely important. However, nine of the participants pointed out that this relationship is still fragile.
IC2	Teacher updating	In 11 answers, it was emphasized that the teacher must always be up to date, in terms of theoretical soundness and practical actions.
IC3	Institutional Programs	Nine answers praised internships and the PIBID and Pedagogical Residency programs.
IC4	New methodologies	Six answers showed that a good teacher should be based on new teaching methods.
IC5	Diversity and peculiarities of the students	Five answers brought up terms such as <i>diversity</i> , <i>individuality</i> , <i>peculiarities</i> and <i>idiosyncrasies</i> , all associated with different ways for an individual to learn.

Source: Own elaboration.

The five intermediate categories of analysis were anchored to the questions as follows: IC2, IC4 and IC5 materialized in answers more closely linked to question 1, which asked about the main characteristics for making a good teacher. IC1 naturally appeared mostly in answers to question 3, which focused on the school-university relationship. IC3, on the other hand, was textualized mainly in the answers to question 2, which asked about the main skills provided by the training offered in the Letras course. As has already been pointed out, the question was not specific, but the content of their answers, relating to the programs, stood out among other assertions. These contents constitute the point presented below.

A selection has been made of the most representative excerpts from the students' assessment



of the programs, keeping the original writing. Not all of them will be shown for spatial reasons. Each excerpt is followed by the initial of the participant's name, semester of the course and major.

Excerpt 1:

I see it in a positive way, as university professors always help us by intermediating with teachers and school management, especially in projects such as the pedagogical residency, there is an intermediation between teachers and students. This school-university relationship prepares the student for teaching.

L. 7th semester, Habilitation in Portuguese – Spanish

In this case, the answer was based on question 3 (How do you see the university's relationship with its surroundings?). The prestige attributed by the academic to the movement of rapprochement between him and the schools, ensured by the university, in a dynamic that paves the way for his preparation to teach. In the trajectory that constitutes him as a teacher, the necessary support of those who are already teachers is also highlighted, in the passage "because the university professors always support us", an assertion that is in line with what Nóvoa (2019, p. 6) says: "It is not possible to learn the teaching profession without the presence, support and collaboration of other teachers".

Also focusing on the answers to question 3 is excerpt 2:

Excerpt 2:

in its own context. The university offers several disciplines that work on developing teaching practice teaching in the areas in which we will work. The university has several projects in conjunction with the surrounding community and schools, such as PIBID, the pedagogical residency program and UMI, among others.

J. 5th semester, Habilitation Portuguese – English

This other academic highlights the university's efforts to work together with the actors around it. To this end, he mentions the PIBID and PRP programs and the University of the Welllderly<sup>4</sup>, all of which he points to as spaces or environments in which reflective practice can develop. This position is in line with Passos *et al.* (2006, p. 195, emphasis added), for whom becoming a teacher is a "personal, permanent, continuous and inconclusive process that involves multiple stages and instances of training", in the sense that the student expresses the understanding that their training does not take place only at the HEI, but in these other spaces or instances of training.

Although she reflects on the interrelationship between the entities that promote her education, she highlights the role of the university when she says that "the university has various projects". At the moment focused on (5th semester, halfway through the course), reflections on hierarchies, implicit or explicit, in the field of institutions that "own" formal knowledge are possibly being built and deepened, hence the (possible) simplification of this relationship.

One more excerpt stands out in the search for an understanding of how academics see their appropriation of the skills required to be a teacher.

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<sup>4</sup> The University of the Welllderly is an institutional program, with an extension nature. Academics from various courses can participate, working on different subprojects.

### Excerpt 3:

The university proposes different skills for teaching during graduation, we have several extension actions, mandatory internships, teaching residencies that facilitate our learning and maintain contact with the future work environment.

L. 7th semester, Habilitation in Portuguese – Spanish

In the speech of this third student, in addition to valuing the programs, there is a concern about contact with the future environment in which he will work. Developing knowledge in order to apply it makes learning easier, as the passage "pedagogical residencies that facilitate our learning" seems to suggest.

The "contact with the future work environment" is highlighted. It is well known that the school is a place of rich experiences, brought about by each person's culture, customs and experiences, which is why it is not possible to contemplate all the relationships, meanings and conflicts that exist in this place today in theoretical approaches alone. If the university cannot foresee all the situations that occur in basic education schools, undergraduates can, through the programs, bring these two realities a little closer together. Through their placements, undergraduates bring the reality of public education institutions to universities, giving those working in higher education the opportunity to reflect on other practices and other realities.

The programs are praised in the voice of another student, author of excerpt 4.

### Excerpt 4:

In addition to programs such as PIBID and Pedagogical Residency, within the university there are several subjects that encourage and teach how to teach.

P. 7th semester, habilitation in Portuguese – English

One of the most striking textual segments in this case is "they teach how to teach". The concern that can be glimpsed in this expression is related to the knowledge that enables a subject to act in the construction, undertaken by another individual, of knowledge pertaining to a specific area. For Castro and Carvalho (2001), this is the didactic problem, which stands out, among other dimensions of education, as the most real and concrete concern. This is because

It manifests itself in everyday school action and demands immediate solutions. It encompasses the most apparent face of education, focusing on teaching, as it is revealed in the school, in the interactions between teachers and students and in their relationship with learning, contemplating both the materiality of classes in their spatial aspect and the temporal sequence of the process (Castro; Carvalho, 2001, p. 8).

As the authors point out, "knowing how to teach" is revealed on a daily basis in schools, as this act is paired with the act of learning. The problem of how to activate procedures capable of fostering the learning of other subjects is not yet an exhausted issue. Masetto (2003), for example, criticizes the idea that anyone who knows something automatically knows how to teach. For Tardif (2002, p. 20), knowing how to teach is a skill that can be acquired gradually, because "to say that teachers' knowledge is temporal means to say, initially, that teaching means learning how to teach, in other words, learning how to progressively master the knowledge needed to carry out teaching work".

The fifth case to be presented reinforces the predominant thinking within the groups covered (5th and 7th semesters).

Excerpt 5<sup>5</sup>:

2. Through subjects focused on the study of teaching practices and methodologies, mandatory internships and programs such as PIBID and Pedagogical Residency, the university provides the necessary preparation for that.
  3. School is the environment we left but it will be where we will practice our profession in the future. The university is the learning environment, while the school is where we will execute what we learn.
- L. 5th semester, Letras – English

In the words of this academic, what stands out is the inseparability seen in the relationship between schools and universities as training spaces. There is an emphasis on the programs emphasized here, although there is a certain hierarchization, as if the school were not a place where people learn, but where they arrive with ready-made knowledge. It is hoped that there will be moments in this student's career when they will be able to review the dynamics of cooperation between school and university through theoretically based reflections.

Also noteworthy is the connection the student makes between his past condition (school is the environment we left) and his future projections (where we will practice our future profession). Immersed in their degree course, these students experience a lack of definition when they "look" back at school teaching: they are not just former pupils, they are not yet teachers. This requires, according to Pietri (2017, p. 114), "building an image of the elementary school student that is separate from the image of oneself as a higher education student, so as to be able to recognize the prior knowledge of one and the other". As a trainee or member of programs such as PIBID and PRP, this subject is a student and recognizes themselves in the process of learning, but they enter the school floor coated with other points of identity that permeate them. Pietri (2017, p. 114) explains this constitution thus:

With this repositioning of the subject, another difference is also established, since the former elementary school pupil's familiarity with school culture is crossed by the training provided by the degree course. From the differences in relation to the subject of basic school learning and the subject of higher education learning, the teaching subject is constituted.

Cooperation (or partnerships) between universities and schools, or between HEIs and teachers from different schools, has proved to be a fruitful way of promoting changes in teaching and student learning at all levels. The participants in this synergy are academic professors, school teachers and undergraduate students. Although they are located in different communities and have different interests, these actors share a common pedagogical practice and the reflections that continually reach them. In this way, the axis that unites them is not necessarily their similarities, but their probable differences, seen not as shortcomings or deficiencies, but as an influx of experiences and possibilities for engendering projects and knowledge.

In this sense, another academic, although he did not explain the names of the programs, can be taken as an example of understanding this collaboration.

Excerpt 6:

The school-university relationship in my surroundings is seen as a fundamental partnership for the development of education. It is believed that the university plays an important role in the training of

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<sup>5</sup> There seems to have been a truncation in answer 2, but the meanings are recoverable, especially in conjunction with answer 3.

future teachers, providing them with theoretical and practical knowledge, as well as the necessary tools to work in the educational field. The school, in turn, is seen as a space for applying and improving the knowledge acquired at university. It is where future teachers have the opportunity to experience the educational reality, interact with students, face real challenges and reflect on their pedagogical practices. It is important to emphasize that this relationship must be permeated by the exchange of knowledge and experiences between school and university. The school can contribute to teaching practice and the contextualization of the theories studied, while the university can offer theoretical support, scientific updating and continuing training for education professionals. It is believed that this integration between school and university strengthens the training of future teachers and contributes to improving the quality of education.

R. 7th semester, Portuguese – English

Within the excerpt, the passages in which the participant states that "this relationship must be permeated by the exchange of knowledge and experiences" and that "The school can contribute to teaching practice and the contextualization of the theories studied, while the university can offer theoretical support, scientific updating and continuing training..." are particularly noteworthy. Teachers in practice have a wealth of experience (Tardif, 2002) about teaching in schools and, for this reason, they are familiar with the conditions of production of teaching work in these units and can see what tends to be possible or not in school practice. Thus, these agents can help academics establish a more "adjusted" dialogue between university and school, pointing out possible limits and idealizations of academic knowledge.

On the other hand, the teachers at the HEIs can direct the in-depth analysis, interpretations and understandings that the students can report about the schools, taking into account the practices, experiences and knowledge that are narrated in the discussion and study meetings, which are frequent when it comes to internships and the PIBID and Pedagogical Residency programs.

Both the excerpts shown here and the others that mentioned the PIBID and PRP included praise for the programs and focused on their general aspects. There was no differentiation between the two, nor was there any distinction in the way 5th semester students saw them compared to 7th semester students. One possible reason for this homogenization is the fact that the questions (presented above) were not specifically aimed at the programs, but encompassed all the initiatives that seek to bring undergraduates closer to teaching practices and reflections. Thus, among the many considerations that could be made, some emerged that highlighted these public policies, but without more accurate reflections on one or the other.

## CONCLUSION

The aim of this article was to detail aspects of the understanding that students on a Letras course have of institutional programs that offer the possibility of early entry into the classrooms of basic education, as a way of building up, during their undergraduate years, the list of knowledge and skills needed to work as a teacher. In order to accomplish this task, using a questionnaire with open-ended questions, two classes of the course, already further along in their training, were able to express their opinions on the main characteristics of being a teacher, on the most important skills for teaching offered by the HEI and on the relationship between the HEI and its surroundings.

The methodology used was Content Analysis (Bardin, 2004, 2011), through which, in a study organized in stages (Pre-analysis, Exploration of the material and Treatment of the results), it is possible to analyse data produced in the midst of different human reflections, seeking to understand meanings that go beyond a common reading.

According to the methodology, the results of this research are divided into five intermediate categories of analysis, among which we selected the one that deals with the PIBID and Pedagogical

Residency programs. Within this CI, the voices of the academics who answered the questionnaire revealed the final categories:

- 1) there is a strong appreciation of the cooperation between school and university, an intertwining that makes the programs and the initiation of academics in schools possible. Even so, the academics tend to indirectly point to the university's leading role in this dynamic, perhaps because this institution is the one they identify with most in their responses;
- 2) there is a recognition that the realities of schools and universities can be quite different, and this assumption is the driving force behind defending the importance of remaining in contact with the former;
- 3) Knowing how to teach is at the center of the concerns of the undergraduates, who show that they understand that it is not a gift, but skills that are continuously and intentionally trained;
- 4) the students count on the support of their teachers, professionals from the HEI, as intermediary actors who enable them to enter the formative instance that the school constitutes;
- 5) PIBID and PRP are evaluated together by the participants, without any particularization of one or the other. The reasons for this amalgamation, as well as differing opinions linked to the period in which undergraduates were allocated or their qualifications, could appear in a new study, with more specific questions.

Based on the understanding that "becoming a teacher" is a continuous, complex and multifaceted process, the work allowed us to see that the initiatives that go hand in hand with the dynamics of acquiring theoretical knowledge on university benches, in other words, the programs that bring students in the second half of their degree into contact with the practical dimension of science, which they have embraced as linked to their future profession, are seen as essential in the exercise of teaching.

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