


CONTRIBUTIONS OF SUPERVISED INTERNSHIP TO THE CONSTRUCTION OF PROFESSIONAL IDENTITY OF FUTURE TEACHERS**CONTRIBUIÇÕES DO ESTÁGIO SUPERVISIONADO PARA A CONSTRUÇÃO DA IDENTIDADE PROFISSIONAL DE FUTUROS PROFESSORES****APORTES DE LAS PRÁCTICAS SUPERVISADAS A LA CONSTRUCCIÓN DE LA IDENTIDAD PROFESIONAL DE LOS FUTUROS DOCENTES** <https://doi.org/10.56238/sevened2025.030-005>**Eliane Terezinha Tulio Ferronato¹****ABSTRACT**

The research entitled "Contributions of the Supervised Internship for the construction of the professional identity of future teachers" aims to identify and understand how the construction of the professional identity of teachers is perceived, through analysis of the final reports of the Supervised Internship of the Initial Years of Elementary Education and the method called the tree of life (ADV), which configures the roots of the tree with the base: the academics related the people, events, ideas that contributed to the decision to choose the course; the trunk refers to the actions: skills, interests and events that supported them to continue in the course; and the leaves and fruits that represented the dreams: expectations and perspectives after graduation. Twelve (12) 4th-year interns of a Pedagogy Course (last year of the Course) at a public University in the interior of Mato Grosso do Sul participated in this research. We found that the Supervised Internship, when carried out with seriousness and commitment, is an excellent tool for the construction of identity constitution processes, as it relates to the singularity of the socialization processes experienced by each intern, causing oscillations, contradictions, permanences and changes in the conceptions and values attributed to being a teacher.

Keywords: Teaching Identity. Supervised Internship. Future Teachers. (Self) Biographical Research.

RESUMO

A pesquisa intitulada "Contribuições do Estágio Supervisionado para a construção da identidade profissional de futuros professores", tem como finalidade identificar e compreender como é percebida a construção da identidade profissional de professores, por meio de análise dos Relatórios finais do Estágio Supervisionado dos Anos Iniciais do Ensino Fundamental e do método denominado de árvore da vida (ADV), que configura as raízes da árvore com a base: os acadêmicos relacionaram as pessoas, eventos, ideias que contribuíram para a decisão da escolha do curso; o tronco se refere as ações: habilidades, interesses e eventos que os apoiaram para continuarem no curso; e as folhas e frutos que representaram os sonhos: expectativas e perspectivas após a formatura. Participaram dessa pesquisa doze (12) estagiários do 4º ano de um Curso de pedagogia (último ano do Curso), em uma Universidade pública do interior do Mato Grosso do Sul. Verificamos que o Estágio Supervisionado quando realizado com seriedade e comprometimento é uma excelente ferramenta para a construção dos processos de constituição da identidade, pois

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se relaciona à singularidade dos processos de socialização vividos por cada estagiário, causando oscilações, contradições, permanências e mudanças nas concepções e nos valores atribuídos ao ser professor.

Palavras-chave: Identidade Docente. Estágio Supervisionado. Futuro Professores. Pesquisa (auto) Biográfica.

RESUMEN

La investigación intitulada “Contribuciones de la Práctica Supervisada para la construcción de la identidad profesional de los futuros profesores”, tiene como objetivo identificar y comprender cómo se percibe la construcción de la identidad profesional de los profesores, a través del análisis de los Informes finales de Práctica Supervisada de los Años Iniciales de la Educación Fundamental y del método denominado árbol de la vida (ADV), que configura las raíces del árbol con la base: los académicos relacionaron las personas, eventos, ideas que contribuyeron a la decisión de elección del curso; el tronco se refiere a las acciones: habilidades, intereses y eventos que les apoyaron a continuar en el curso; y las hojas y frutos que representaban los sueños: expectativas y perspectivas después de la graduación. Participaron de esta investigación doce (12) pasantes del 4º año del Curso de Pedagogía (último año del Curso) de una Universidad pública del interior de Mato Grosso do Sul. Constatamos que la Práctica Supervisada, cuando realizada con seriedad y compromiso, es una excelente herramienta para la construcción de procesos de constitución de identidad, pues se relaciona a la singularidad de los procesos de socialización vividos por cada pasante, provocando oscilaciones, contradicciones, permanencias y cambios en las concepciones y valores atribuidos al ser docente.

Palabras clave: Enseñando la Identidad. Prácticas Supervisadas. Futuros Profesores. Investigación (auto) Biográfica.

1 INTRODUCTION

The new prerogatives for teacher training argue that teaching is much more than knowing the content or passing on knowledge, they affirm the existence of a repertoire of knowledge specific to the teaching profession that differentiates it from other professions and gives the teacher greater competence to exercise his practice (Guimarães, 2004).

There are different nomenclatures that refer to this knowledge, we bring here the ideas of **knowledge** (Pimenta, 1994; Freire, 1996; Cunha, 2004; Gauthier, 2006; Tardif, 2002); **knowledge** (Shulman, 2016; Marcelo García 2009) and **skills necessary for teaching** (Masetto, 1998; Perrenoud, 2002). Campelo (2001) highlights that, although there is this diversity of nomenclatures to designate teachers' knowledge, they share the same objective, which is: to contribute to the construction and recognition of teacher identity and teacher training.

In the present work, we will assume the conception of "knowledge" which, in Tardif's perspective (2014, p. 60), involves "the knowledge, skills (or aptitudes) and attitudes of teachers [...]". This same author situates teaching knowledge at the interface between the individual and the social.

And we agree with Pimenta (1999), because we are convinced that it is necessary for teaching degree courses to create possibilities for their students to develop knowledge, skills, attitudes and values that help them to build a know-how and a know-how that corresponds to the challenges posed by teaching as a social practice (Pimenta, 1999).

The Supervised Internship emerges, in this context, as an important curricular component in which, through reflections on their practices, these students will be able to develop their teaching knowledge in a constant process of construction of their professional identities (Pimenta, 1999; Pepper; Lima, 2012).

The theme of identity is complex and has different meanings, depending on the perspective from which it is analyzed, there are several theorists who study this problem and understand that: "identity is a process that is built over time and is subject to constant transformations" (Hall, 2000; Silva, 2007).

Issues referring to the teacher as a subject who reflects, analyzes and rethinks his practice, not only as a technique to be reproduced, is a line of thought that Dewey, in the 1930s, already debated. According to him, "mere knowledge of the methods is not enough, because there must be the desire and the will to employ them" (Dewey, 1989, p.43). as well as Paulo Freire, who in the 1920s already warned that "critical reflection on practice becomes a requirement of the theory/practice relationship, without which theory can become blah blah blah and practice, activism" (Freire, 1999, p.24).

To this end, in this work, our intention is to identify and understand how the construction of the professional identity of teachers is perceived, through the analysis of the final reports of the Supervised Internship of the Early Years of Elementary School and the method called tree of life (ADV) of twelve (12) trainees of the 4th year of a pedagogy course (last year of the course), in a public university in the interior of Mato Grosso do Sul. Below, we demonstrate the procedures and instruments that were used for data collection and analysis.

1.1 PROCEDURES/INSTRUMENTS FOR DATA COLLECTION

To achieve our goal, we start from qualitative assumptions of research in education. For Ludke and André (2008), the latter is concerned with the meanings and processes of experience that the subjects experience in the different spaces.

Because we understand the importance of future educators narrating their stories and being protagonists of the changes that happen in education, the 12 (twelve) academics of the Pedagogy Course, in the 4th year (last year of graduation), who attend the discipline of Supervised Internship in the early years of Elementary School, were asked to carry out some dynamics during the course of the Internship, after answering a socioeconomic questionnaire.

The first dynamic, prior to the insertion of the student/trainee in the school, the data collected were through the method called Tree of Life (ADV), or TOL, in its acronym for *tree of life* (Merryfield, 1993), which has an autobiographical character.

The trainees were asked to draw a tree highlighting three of its parts: the roots, in which they should name the people, events and ideas that contributed to their decisions to become teachers; the trunk, in which they need to identify their skills, interests, interpersonal relationships and events that support their decisions for their career choice; and, finally, the branches, indicating expectations and perspectives that may anticipate the modes of development of their teaching careers.

In the second stage, at the end of the Supervised Internship of the early years of Elementary School, they wrote a final report, in the format of a memorial, narrating the feelings, perceptions and interactions with the school context, that is, their anguish, challenges, joys, uncertainties, in short, the experiences lived in the stages – observation/co-participation and teaching experienced at school.

It is important to note that all the interns/participants of the research read and signed the Free and Informed Consent Form (ICF) which aims to enable the research subjects to have the broadest clarification about the research to be carried out, its risks and benefits, so that their manifestation of willingness to participate (or not) be effectively free and conscious. This

research was approved by the CESH - Human Beings Ethics Committee - UEMS, Number 6.107.829.

As we have previously announced, this research is qualitative and has an autobiographical character and although this strategy is little used by researchers, "[...] there is no doubt as to its relevance and contribution to qualitative research in the field of education" (Santos, Estevam, Martins, 2018, p. 45).

But how can we understand what (auto)biographical research is? According to Passeggi, Souza and Vicentini (2011), it can be understood as a qualitative research strategy, based on the narratives of the life stories of human groups, their reading of the world, their feelings, perceptions and interactions with the social context in which they are situated, and in the educational field, auto(biographical) research has been an instrument of intervention in the practice and training of teachers, giving them the possibility of describing and understanding their environment and the elements that move it.

It is important to understand that when using narrative, our objective is to study individuals through the processes of biographization. In light of this new perspective "[...] one does not seek a 'truth' pre-existing to the act of biographing, but rather how individuals signify their experiences and (re)signify their historical awareness of themselves and their learning, through the process of biographization". (Passeggi, Souza and Vicentini, 2011, p.371).

These authors also explain that (auto)biographical research recurrently explores two axes based on narratives, namely: adult education and teacher training. Such elements are based on memory and its use in the elaboration of educational research, offering elements for the analysis of the teaching practice from its formation to the apex of its career.

2 PROCEDURES FOR DATA ANALYSIS

To help us in the endeavor of data analysis, among so many recurrent methodologies in qualitative research we use Content Analysis, proposed by Bardin (1977), because we understand that Content Analysis can be considered a methodology of qualitative research in Education and is defined as:

[...] a set of techniques for the analysis of communications aimed at obtaining, through systematic and objective procedures for describing the content of messages, indicators (quantitative or not) that allow the inference of knowledge regarding the conditions of production/reception (inferred variables) of these messages (Bardin, 1977, p.42).

We begin our exploration of material by collecting data from the Tree of Life (ADV), or TOL, for its acronym *tree of life* (Merryfield, 1993), and we defined the categories as

follows: the roots, which meant the people, events, and ideas that contributed to the decisions to become teachers were initially defined in the category – **Career choice teacher**. The trunk of the Tree, in which he identifies his skills, interests, interpersonal relationships and events that supported his decisions for his career choice, became the category **Interests and perspectives in teaching**. And, finally, the branches, indicating expectations and perspectives that may anticipate the ways of developing their teaching careers, were configured in the category **challenges of the profession**.

After listing these three categories, we carried out a detailed reading of the Final Reports of the Supervised Internship of the initial years of Elementary School of the 12 (twelve) interns, looking for recurrences and non-recurrences, analyzing what each intern had pointed out about these categories in their Reports. According to **Denzin and Lincoln (2006)**, triangulation can be seen as an attempt to deeply understand a studied phenomenon.

The combination of several methodological practices, empirical materials, and perspectives of observations in a single study is better understood, then, as a strategy that adds rigor, scope, complexity, richness, and depth to any research. (**Denzin; Lincoln, 2006**, p. 5).

After the triangulation, we decided to define the categories in 2 (two) axes to be analyzed: **Teaching Career** and **Identity and Perspectives**.

3 RESULTS AND DISCUSSIONS

Of the 12 interns, only 2 (two) are male. The feminization of teaching is an important and highly relevant theme in research on teacher identity, but it is not proposed in this article to delve into this topic, due to the fact that this discussion would require an article with this sole objective. Only here do we corroborate Fontana (2000, apud Sivieri-Pereira, 2008, p. 39), who denounces:

[...] the masking of the lack of professional competence and political commitment of the teacher who hides behind affectivity and donation. She explains that the fact contributes to the social representation of the teaching career as a woman's own, that is, a career where love, vocation and the absence of professionalism predominate.

6 (six) are between 21 and 28 years of age, 03 (three) between 31 and 40 years of age and 3 (three) between 40 and 45 years of age. 9 (nine) declared themselves single, 2 (two) married and one divorced. 7 (seven) interns have children.

Of these 12 interns, 7 (seven) are already inserted in school spaces, some play the role of classroom regent, assistant teacher, teacher assistant, pedagogical support teacher.

And 5 (five) work in other areas, such as: administrative assistant, cleaning assistant, pharmaceutical assistant, among others.

3.1 TEACHING CAREER: MOTIVATIONS AND EXPECTATIONS

Nogueira and Pereira (2018, p.23) clarify that National and international research on the choice of higher education courses shows that younger people with more favorable social and school profiles tend to choose the most selective, prestigious courses that prepare them for the most profitable and most prestigious professions.*status*, such as engineering, medicine. On the other hand, older people with less favorable social and school characteristics tend to choose courses that are easier to access and that prepare them for less prestigious and profitable professions, such as the Pedagogy Course, for example. The choice of higher education is also related to the gender and ethnic belonging of the candidates.

When we analyzed the interns' reasons for choosing the Pedagogy Course, we observed that most of them chose this course because it was the only possible option at that moment, as shown in the table below:

Table 1

Motivation to choose to study pedagogy

I always wanted to study pedagogy	the pedagogy course being available in the municipality	encouragement from your family,	I couldn't afford to study in another city.	Obtain an undergraduate degree
4 interns	1 intern	3 interns	1 intern	3 interns

The choice of a teaching career is something personal, which involves emotions, feelings and is due to several reasons, including family influence and the influence of teachers who served as a reference in the profession, with their own way of educating and experiences lived before the beginning of the career. Faced with the motivations for choosing a teaching career, some interns answered that they always wanted to study pedagogy, dreamed of being a teacher. and the Pedagogy Course was the first option.

"the main reason was the admiration I had for an aunt who was a teacher, and I always dreamed of being a teacher" (R.).

"my dream has always been to be a recognized teacher" (J.).

"motivated by the desire to impact lives, I find it easy to teach" (F.).

However, in general, for most interns, the choice for the Pedagogy Course was the only one available at that time and the only option to obtain an undergraduate degree.

"the pedagogy course was available in the municipality and I was always open to new learning" (K.)

"I always wanted to take a course in the health area, but the option that existed in the city was the pedagogy course" (A.)

"I opted for pedagogy for lack of option" (S.)

After attending more than 3 years of Pedagogy, and carrying out the Supervised Internships in Early Childhood Education, Early Years of Elementary School and School Management, we found several testimonies of how the Course redirected their careers to teaching. When commenting on the changes that happened after starting the pedagogy course, the intern who chose because it was the only course that was called in ENEM replied that *"when I started the course, I started to like it, I discovered my side as a literacy teacher that I did not know" (M.)*. And there were several other testimonies about the influence of the Course on career choice.

"As soon as classes started, I felt that I had chosen the perfect course." (D.)

"I am convinced that this course will be essential for my future" (F.)

"I feel like a new woman." "I am recognized wherever I go", today I have goals to achieve" (J).

"the course helped me to face life head-on, with different eyes, and to know that I am capable" (E.).

Through these testimonies, we can understand that the choice of teaching also deals with admiration for the profession and also has an affective dimension that they attribute to the experience as teachers. This admiration may be due to identification with a teacher during the school period. The affective dimension is reflected in the desire to work in teaching for the love of teaching, for wanting other people to learn and have lives transformed by teaching.

Loving-kindness is highlighted by Paulo Freire (1996) as one of the necessary knowledges for teaching, we can even say that it is one of the conditions for its realization, but it cannot be understood as antagonistic to serious scientific training and to the political clarity of educators. Thus, it is "necessary to discard as false the radical separation between teacher seriousness and affectivity" (Freire, 1996). To this end, it is necessary to make it clear that we must be careful with the "romanticism" that the profession provokes in future teachers.

There are people who start the course and the teaching career for other reasons, such as, for example, due to the large offer of vacancies in the job market or the lack of opportunity to take the desired course, such as the intern (F.) who highlighted: *" it was not the Course I idealized, but it helped me to find my profession"*. From this perspective, choice is related to dimensions related to living conditions and expectations of finding a job, as pointed out by

Machado (2017, p. 14748) in his research findings: The data showed that there are situations in which the choice for a professional career resulted from the material conditions of existence.

To this end, we verified that the teaching profession does not always occur by identification, sometimes it is by the opportunity that arises, however there is a possibility that during the course there will be identification with teaching, making the professional stay and build his career successfully.

3.2 TEACHER IDENTITY: BETWEEN CHALLENGES AND PERSPECTIVES

Paulo Freire (1991) explains that no one starts to be a teacher on a certain Tuesday, at four o'clock in the afternoon. "we become educators, we are formed, as educators, permanently, in practice and in reflection on practice" (p.32).

From this reflection, we can understand the arrival of academics at school, through the Supervised Internship, as a unique moment. It is a period of recognizing oneself (or not) in the teaching profession. It favors for most future teachers the first contact with a plural universe that is the school floor, as we can observe by the comments made by the trainees in the Reports, when explaining the emotions and feelings of the first contact with the school:

"the beginning of the Internship was a somewhat tense moment, considering that it was the first contact with the school, teachers and students" (D.2023).

"our first experience in the internship was very rewarding, despite the nervousness, the sweaty hands and the butterflies in my stomach" (I.2023).

"When I arrived at school, on the first day of the Internship, it was a mixture of joy, anxiety, fear and a little insecurity" (E.2023).

In the considerations they made in the Final Report, the interns reported that when carrying out the Internship, despite feeling insecure and afflicted at first, this experience contributed significantly to their decision to work in teaching, the contact with the classroom and the students made it possible to know and learn in a more in-depth way the school reality and its challenges.

"I consider that the experience as a teacher was an opportunity to know, experience and contribute to my decision to embrace this career. It was an important and privileged stage of learning" (V. 2023).

"the Internship gave us the possibility to observe the day-to-day life in a classroom, and understand that being a teacher is not an easy task" (R.2023).

"Looking to the future, we see the internship as a crucial milestone in our academic and professional journey. The knowledge and experiences acquired during this period will be the solid foundation on which we will build our career as educators" (K.2023).

It is important that this process of reflection takes place at the time of practice, which instigates them to reflect and recognize themselves as producers of knowledge and not just as transmitters. For Tardif, 2014, p. 40):

[...] The relationship that teachers maintain with knowledge is that of 'transmitters', 'bearers', or 'objects' of knowledge, but not of producer of knowledge or knowledge that they could impose as an instance of social legitimation of their function and as a space of truth for their practice. [...] The teaching function is defined in relation to knowledge, but seems incapable of defining knowledge produced or controlled by those who exercise it.

By recognizing himself as a protagonist and producer of knowledge, the future teacher builds his teaching identity. And in the perception of Nóvoa (2007), to form is always to form oneself (oneself) and all knowledge is self-knowledge. Before teaching, it is necessary to learn.

Training should contribute to creating in future teachers habits of reflection and self-reflection that are essential in a profession that is not limited to scientific or even pedagogical matrices, and that is inevitably defined from personal references (Nóvoa, 2011, p. 57)

For Nóvoa (2011) Being a teacher is unique in itself. And for this, we must recognize the plurality of knowledge that is made available in the exercise of the Supervised Internship. This plurality of knowledge is also reported in the Final Reports.

"The importance of the internship in teacher training goes beyond the simple fulfillment of mandatory hours. It represents the opportunity to experience real challenges in education, learn to deal with the diversity of student profiles, and develop the empathy and sensitivity necessary for an educator" (J. 2023).

"I learned, at this stage, that education in the early years needs to be understood not as a board in which all the pieces are equal, but as a patchwork quilt, in which the pieces are different, but complete each other" (N.2023).

Freire (1996) comments that in training the teacher must assume that the indispensable "thinking right" is not found in the teachers' guides that intellectuals write, but, on the contrary, "thinking right" must overcome the naïve, it is produced by the learner in communion with the teacher trainer in the training agencies.



4 CONSIDERATIONS

Before reflecting on the constitution of Teacher Identity, it is necessary to understand Teacher Identity as a construction that is consolidated both externally and internally. On the external side, it is constituted from the attributions determined by the State, society and the teaching work. On the internal side, personal identity is elaborated through the trajectory, the experiences lived as a teacher.

We remind you that this research does not intend to establish absolute truths about teacher training and the constitution of teacher identity in the formative processes of the internship. Our purpose is to establish dialogues that contribute scientifically to the discussions on the subject, seeking transformations, reelaborations and discussions for the proposals of Supervised Internship.

The Supervised Internship, when carried out with seriousness and commitment, is an excellent tool for the construction of identity constitution processes, corroborating what Dubar (2005) states, the internship is related to the uniqueness of the socialization processes experienced by each intern, causing oscillations, contradictions, permanences and changes in the conceptions and values attributed to being a teacher, as we can see in the topic Teaching career: motivations and expectations that the teaching profession does not always occur due to identification, sometimes it is due to the opportunity that arises, because there is the possibility that during the course there will be identification with teaching, making the professional stay and build his career successfully, and the Supervised Internship is a primordial element.

In the topic Teacher identity: between challenges and perspectives, we can understand the arrival of academics at school, through the Supervised Internship, as a unique moment. It is a period of recognizing oneself (or not) in the teaching profession, making it possible to know and learn more deeply about the school reality and its challenges.

And to conclude, here is our reflection: no teacher can graduate alone. Teacher training should be understood as a collective work and identity is built in the school environment through the opportunities offered to them in the academy and on the school floor. The Supervised Internship should be understood as one of the most important *loci* for this to occur, helping to overcome the challenges experienced within the process of teacher training and practice.

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