



**KNOWLEDGE ON TEACHING:
PIBID'S CONTRIBUTION ON INITIAL TRAINING OF TEACHERS**

APRENDIZAGENS DA DOCÊNCIA:
CONTRIBUIÇÕES DO PIBID NA FORMAÇÃO INICIAL DE PROFESSORES

APRENDIZAJES DE LA DOCÊNCIA:
LAS CONTRIBUCIONES DEL PROGRAMA PIBID EM LA
FORMACIÓN INICIAL DE LOS PROFESORES

*Robson Olivino Paim¹
Rosa Elisabete Militz Wypczynski Martins²*

ABSTRACT: The text focuses on the teaching / learning process in two subprojects of the Institutional Program for Teaching Initiation (Pibid), developed by degrees in Geography of two public higher education institutions located in the south of Brazil. It takes the speeches of 21 scholarship students from these subprojects (in a universe of 27) and analyzes them from the studies of teaching knowledge, grouping their statements into content maps according to their discursive similarity. From this analytical process, it presents, argues and concludes that as one of the faces of the National Policy of Teachers Training for Basic Education, Pibid allows to build and bring learning and knowledge about teaching in four dimensions: (1) the school context; (2) of the teaching work; (3) the school and the student; (4) of the profession and professional development of teachers.

KEYWORDS: Initial teacher training. Introduction to teaching process. Pibid. Teaching learning process.

RESUMO: O texto toma como foco as aprendizagens da/para a docência constituídas no âmbito de dois subprojetos do Programa Institucional de Iniciação à Docência (Pibid), desenvolvidos por licenciaturas em Geografia de duas instituições públicas de ensino superior localizadas no sul do Brasil. Toma os discursos de 21 estudantes bolsistas dos referidos subprojetos (num universo de 27) e os analisa a partir dos enfoques tomados pelos estudos dos saberes da docência, agrupando seus enunciados em mapas de conteúdo de acordo com a similitude discursiva que apresentam. Deste processo analítico, apresenta, argumenta e conclui que enquanto uma das faces da Política Nacional de Formação de Professores para a Educação Básica, o Pibid permite construir e mobilizar aprendizagens e saberes sobre a docência em quatro dimensões: (1) do contexto escolar; (2) do trabalho docente; (3) da escola e do aluno e; (4) da profissão e do desenvolvimento profissional de professores.

PALAVRAS-CHAVE: Formação inicial de professores. Iniciação à docência. Pibid. Aprendizagem da docência.

RESUMEN: El texto se há focado en los aprendizajes de la docencia constituídos en el marco de dos subproyectos del Programa Institucional de Iniciación a la Docencia (Pibid) del gobierno brasileño, desarrollados por licenciaturas en Geografía de dos instituciones públicas de enseñanza superior del sur de Brasil. Toma discursos de 21 becarios de estos subproyectos (entre un universo de 27) y los analiza a partir de los enfoques adoptados por los estudios del conocimiento del proceso de enseñanza, agrupando sus enunciados en mapas de contenido según su similitud discursiva presentada. Este proceso de análisis se argumenta y concluye que mientras un lado de la formación del profesorado PIBID permite construir y movilizar el aprendizaje y el conocimiento sobre la enseñanza en cuatro dimensiones: (1) la realidad escolar; (2) el trabajo docente; (3) escuela y alumno; (4) la profesión y el desarrollo profesional de los profesores.

¹ **Submitted on:** 26/03/2018 – **Accepted on:** 24/04/2018 – **Published on:** 29/05/2018.

PALABRAS CLAVE: Formación inicial de profesores. Iniciación a la docencia. PIBID. Aprendizaje de la docencia.

PRESENTATION

Issues related to teaching and the training of professionals for its exercise are present in the daily academic, school, public policies, as well as in the daily speeches of civil society. Issues of various orders are instituting from (or instituted by) policies, projects, and programs that involve initial and/or continuing education, on career policies, as well as on teacher's pedagogical practice.

From a study of issues faced by Brazilian teachers in their work and training, Marin (1996) concluded the existence of three approaching cycles of national researches on the subject from the second half of the twentieth century: 1) denunciations; 2) denunciations and suggestions for changes in the scenarios presented and; 3) denunciations, suggestions and investigation/action on the modifications of the action scenarios. It is within the scope of this third group that this study fits, aligned with a conception of education and teacher training that takes teaching as praxis, as "theoretical and practical activity that transforms nature and society; practical, as far as the theory, as an action guide, orientates human activity; theoretical, as far as this action is conscious" (VASQUEZ,1968. p.117).

In this regard, teaching, "the profession of human interactions", is also characterized as a profession of praxis, because "it is not limited to organizational structures and action plans - these plans and structures settle and endure in school spaces and times, thanks to the actions of the school actors themselves, "while" school time, linked and articulated to their devices, variations and daily actors, represents central category in the analysis of teaching work" (TARDIFF, LESSARD, 2013.p. 13).

Following this guideline, the text analyzes the repercussions of one of the faces of the national policy of initial teacher education for basic education, materialized in the Institutional Program of Initiatives for Teaching (Pibid) in the contexts of two public institutions of college education (one located in Rio Grande do Sul and another one in Santa Catarina), having as the core of the discussion the following question: What are the contributions of Pibid, understood as a theoretical-practical process of initial teacher training, in the constitution of learning from/for the teaching practice?

Since the 1980s, research on teacher education has showed the need for theoretical-practical integration in the constitution of teacher training and work, projecting, above all, to overcoming the isolation of the so-called 'content' and 'pedagogical' disciplines, in graduation courses, as well as the separation between graduate and baccalaureate degrees and their

repercussions on differences in the student's scientific base formation. In the 1990s, another issue that took shape allied with these is the need for ways to overcome the disarticulation between academic training and the world of teaching practice. These questions have expanded their scope and still echo today, being the subject of studies, research and institution of policies and educational programs.

Theory and practice, initial training and professional world should be taken as integrated domains in the constitution of professional knowledge that is required by the action of teaching. Teaching, due to its multifaceted nature, underlies itself technical, scientific, ethical, aesthetic, political and social elements that are constantly modified and, therefore, modify the knowledge and the ways of mobilizing and integrating them in the professional exercise.

Recent studies such as Gatti (2014a, 2014b), Gatti and Barreto (2009) and André (2015) have demonstrated the gaps and perspectives of teacher education in Brazil, which can be summarized in the affirmation that the initial training processes end up not reflecting the specificities of teacher training, the articulation between theory and practice and between initial and continuing formation, acknowledging "school as an initial and continuous training space" (GATTI, 2014a, p.35).

In this sense, understanding the Institutional Program of Initiatives for Teaching (Pibid) as one of the policies of initial teacher training, which acts in the sense of articulation between theory and practice; teaching and learning; disciplines 'of content' and 'pedagogical disciplines'; technical knowledge and ethical-political attitudes, this study aims to analyze the meanings that the scholarship students attribute to the learning built in the activities developed in this training policy within the scope of the Pibid Geography subprojects of the researched teaching institutions, namely, the Federal University the South Frontier (Campus Erechim) and the State University of Santa Catarina.

The data were collected from structured interviews with 21 of the 27 undergraduate scholarship recipients (78% of the universe surveyed) linked to these referred subprojects, being therefore undergraduate students enrolled in different phases of the course.

The answers obtained were grouped in content maps (CRESWELL, 2010), according to the similarities of their statements, being presented from four analytical axes: The Pibid and the learning of/in the school contexts of basic education; Pibid and training for teaching work; The Pibid and the understanding of the school and the students; The Pibid and the understanding of the profession and the professional development.

PIBID AND LEARNING OF THE TEACHING LEARNING

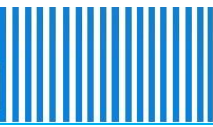
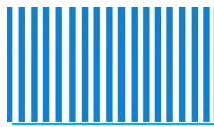
At the same time, the efficacy and completeness of teaching processes are put in check when they are developed dissociated from the conditions relating to problems and social and space-temporal relations of the places where they occur. Therefore, a teacher who wants his teaching to be effective, reflecting in significant learning needs to know and master, in addition to the technical-scientific dimension, other elements that underlie teaching, concerning, for example, to the teaching institutions and their subjects and the networks interactions that establish internally and externally.

The Bachelor's degree as a social place of initial training for the development of teaching in basic education, as it was expressed in recent studies about it and about the teacher training, as well as the ones educated in the national legislations and guidelines for the Teacher Education, needs to make his students learn about the technical-scientific dimension of the knowledge that will be the basis for teaching and also, beyond them, to produce knowledge about the act of teaching. Due to this, quoting Fenstermacher (1994), Marcelo (1998, p. 51) questions the validity of the traditional concern on "What is an effective teaching" when dissociated from the problems related to those who will achieve the teaching. Drawing attention to the studies developed around "learning to teach" and its relationship to effective teaching, he also questions: "What do teachers know? What knowledge is essential for teaching? Who produces knowledge about teaching? "

Dealing with the production of knowledge by the teacher, implies knowing the bases on which his work is developed on. Mizukami et al. (2002) consider that learning to be a teacher has no beginning or end delimited a priori, on the contrary at all stages during the development of this profession, the knowledge of teaching keep on growing, in the formative dialogue influenced by all of the socialization places by which the professor will transit.

Learning to be a teacher, according to Vieira (2002), involves mainly five aspects: the administration of the school; The work environment; The school-community relationship; The co-workers and the classroom. They are aspects of everyday life that are made by the comparison of multiple elements and therefore the underlying problems are built and are resolved also within a multidimensional perspective. The Pibid, in this context, contributes to the learning of the ' being a teacher ', because the scholarship student "[...] is integrated in the context of a community of practitioners formed by experienced teachers, other students-teachers and other educators "(AMBROSETTI et al. 2013, p. 157).

The Pibid, in this way, plays a broader formative character, since in the developed activities, the learning is not limited to the technical or theoretical dimensions as mutually exclusive: on the contrary, it dialogues with the teachers' knowledge matrices and with those who have been building up along with the formative process, sometimes at the pole of those who learn



for themselves, sometimes for those who learn in order to teach. In this movement, "the subjects are formed starting from their resources, but also from the interventions of/with the other. The trainers are mediators, as are the readings as well, the events, the circumstances, the relationships with the others" (FURLANETTO, 2011. p.134), forming a continuum of teacher learning, composed of the stages of pre-formation, initial formation, introductory to training and permanent training (MIZUKAMI et al., 2002).

The text shares the considerations of Ambrosetti et al. (2013, p. 169), who, when evaluating Pibid and his contributions to initial training from the student's perspective, affirm that training for teaching learning should "enable a practical-rational and well-founded action that will take place in complex teaching situations. "In this context, as the learning of the teaching is seen as the central descriptor of the study, we work with the following analytical categories: 1) Learning from/in the contexts of the basic education school; 2) Training for teaching work; 3) Understanding of school and students; 4) Understanding of the profession and professional development.

THE PIBID AND THE LEARNING OF TEACHING IN AND ABOUT THE CONTEXTS OF BASIC EDUCATION

The school is the privileged locus for the constitution of teaching. It is the social teaching place, of the learning and practice on teaching, forming a favorable environment to the development of the professional identity of the teacher.

It is in this sense that the school institution can be considered as a learning community. The apprehension of its communal sense can provide subsidies for the individuals who integrate it to constitute themselves individually and collectively in professionals with a discernment of contexts and capable of teaching practices and significant learning in this same context.

When we take the school institution as a learning community, it is important that we recognize it at the intersection between subjects with knowledge of different orders who work from the institutional objectives of school formation.

Tardif and Lessard (2013, p.55) present elements that make it possible to understand school as a social place for the construction of teaching work, by stating that it:

[...] has some organizational and social characteristics that influence the work of school agents. It is not only a physical space but also a social space that defines how the work of teachers is shared and accomplished, how it is planned, supervised, paid and seen by others.

In the praxiological perspective defended here, it is important to understand how the school acts in the training of new teachers within the scope of the Pibid, once the teacher training process gains more credibility and consistency when committed "... with the interaction between theoretical and practical knowledge, that involves experiences in school spaces, since to understand the school in its daily life and understand the pedagogical action that develops in it, is fundamental for any process "(MARTINS, 2017. p.175).

Thus, when questioned about the contributions of the activities developed in the Pibid for the training regarding the knowledge of the school contexts and the professional action within these communities the students provided answers whose analysis and categorization allowed to form three analytical dimensions: the acknowledgement of the reality of the profession; the knowledge of socioeconomic and cultural contexts and; the knowledge of the everyday reality of basic education schools.

In the responses to the acknowledgement of the reality of the profession, the arguments give centrality to the construction of a certain maturity about the teaching work and to the recognition of the role of the teacher in the context of the school / learning community, as presented in the Map of Content 1 (Fig. 1).

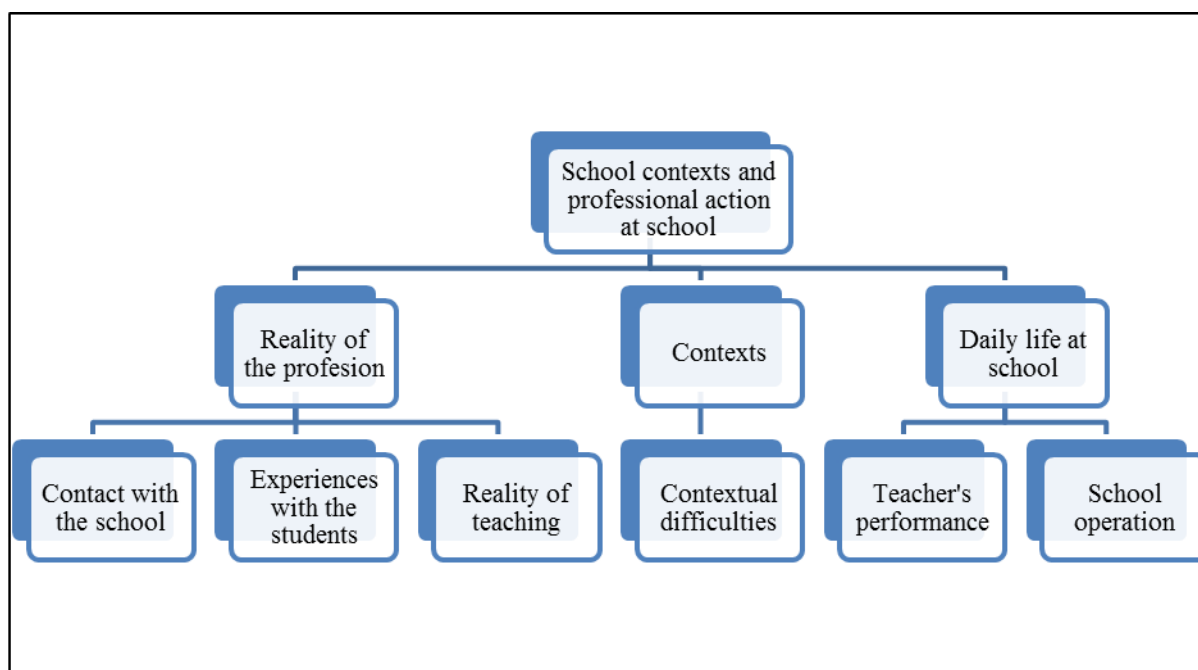
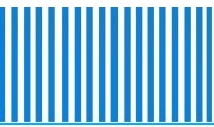
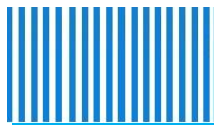


Figure 1: Map of Content 1 - Pibid's Contributions to Learning About the School Context
Source: Interviews, 2016. Authors' organization.



With regard to the learning of teaching in the context of the reality of the profession, the students that were researched emphasize elements that allow to gain the knowledge on the contextual dimension of the basic educational school starting from the systematic insertion in its conjuncture; in the experience through direct contact with students of basic education and the recognition of the reality of the teaching profession in such contexts, which can be seen, for example, in Kuhn's speech (2016):

I consider Pibid to be very important for my academic training, since it gives the graduates a first contact with the school, with the students and more experienced educators. The debates carried out through Pibid collaborate to further reflection on these contexts.

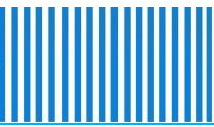
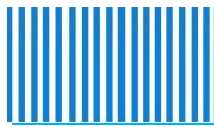
In a similar meaning, Benatti (2016) reaffirms:

The Program is of great importance for our training as teachers, because it is applied in the school environment, where we can follow the school routine and its structure.

By being in immediate contact with the school and its processes, scholarship students access other possibilities of learning, those possibilities that develop through experiences. Experiencing, in the full sense in this text, surpasses the sensory experience, being built in the dialectical movement between the empirical and its reconstruction through the theoretical link. In this sphere, the scholarship holder who is getting ready to teach, having contact with the theoretical field regarding the student of basic education and the constitutive aspects of its development and learning, has the possibility to live with a real student in its multiple facets, being integrated in the teaching and learning environment. For Nora (2016), this relationship allows the scholarship holder to begin in the career with "certain maturity", which also appears in the speech of Quadros (2016), affirming that this can "awaken to the creation and accomplishment of different activities with the students, since it instigates the scholarship holder to read more, to reflect more ... "

In this context, in the answers of the students that were researched, the work with the knowledge about the reality of teaching in basic education is evident, and, together with this, the difficulties and possibilities that the contextual dimensions impute to teaching nowadays, since Pibid is "a program which allows us to know the reality of Brazilian basic education and the fundamental role played by the teacher in the construction of knowledge "(SCHMIDEL, 2016), since" scholarship students may be closer to the reality of the functioning of a school , making a graduate student adapt himself to the profession chosen for his future "(KUHN, 2016). Ratifying such assertions, Brusamarello (2016) concludes:

The Pibid becomes important in the formation of the future teacher, because from an early age, it allows the graduate to be inserted in the socioeconomic and cultural reality of the school community. This coexistence allows a very satisfactory exchange of experience between who is there to learn and who has something to teach.



Participation in the activities provided by the Program enables students to "realize experiences, exchange knowledge and ideas, meet people ..." (RIBEIRO, 2016), leaving the graduate informed of the school's daily life, its functioning and the teacher's performance. In the words of Mansur (2016),

the Pibid was essential for the academic formation, keeping in mind that they kept a significant presence in school. It was an essential complement to my undergraduate education. Normally, students in this category do not see much of the daily context of a school and are not prepared (in my view) in an appropriate way to practice the profession, so that graduates who participate in Pibid have more experience in the classroom. We carried out several projects with the participation of the school community. Pibid builds a bridge that links the university and the school. "

Besen (2016) complements, not only from the perspective of the scholarship's training benefits, but also to the school that receives it: "[The Program] is extremely beneficial and useful for the contexts where the actions of the same happen. Through it, these spaces gain new opportunities and meaningful helps to problem solving. "

As verified from the scholarship holder's responses, it is possible to deduce that the Program helps to overcome the formative deficiency demonstrated by Gatti (2014a), which proved a mismatch between teacher training in undergraduate courses and the demands of daily practices, pursued by the concrete conditions of the basic education schools. The Pibid allows to resolve these deficiencies and becomes salutary in the initial formation of teachers because

The solidity of the initial teacher training, besides the full mastery of the specific knowledge of its area, must move beyond the discussions about these questions in order to overcome naive notions about the school and its processes. If the school is, par excellence, the place where teachers perform their profession, it is imperative to know it from the multiple factors that act in its constitution. (LINDO; SOUZA; PAIM, 2017. p.152).

When working elements of these orders in the teacher's initial training, one has the possibility of becoming more attuned to the knowledge and practices of the school, which is discussed in the next section from the conceptions outlined by the interviewees.

PIBID AND THE EDUCATION FOR TEACHING WORK

The scholarship student already brings with him knowledge about basic education and the processes of teaching and learning at this stage of schooling, some generated in his student experience and others engendered in the process of training for teaching. In the context of Pibid, this knowledge can be revisited, experienced, (de)constructed, socialized and added to new acquisitions, since training for teaching and teaching itself (understood in the dimensions of planning, execution and evaluation of pedagogical proposals) are social phenomena and,

therefore, initial formation and professional activity need to be articulated with each other and with the needs of the present time, with a view to building the future.

In this sense, Furlanetto's (2011, p. 137) propositions stand out, for whom the teacher needs to be taken as an adult capable of acting with autonomy and recognizing the contexts in which he acts to develop his practice from models constructed in the relationship with the other. For the author, the trainer of new teachers needs to "(...) put himself in transit, being capable of building intersubjective times and spaces in which it is possible to reflect on teaching experiences and establish theoretical dialogues with authors who investigate the themes that emerge in formative spaces."

Thus, the individuals involved as subjects of survey were questioned about the contributions of the Pibid to their training regarding the teaching work. From the results obtained, it was possible to work with three subcategories of analysis, namely: contact with the student of basic education; learn teaching in teaching and; content and methodologies, as seen in the Map of Content 2 (Fig. 2). It is important to stress that students' responses to the theoretical / academic knowledge about education and teaching are implied, since their answers, as a rule, give greater development of teaching and learning.

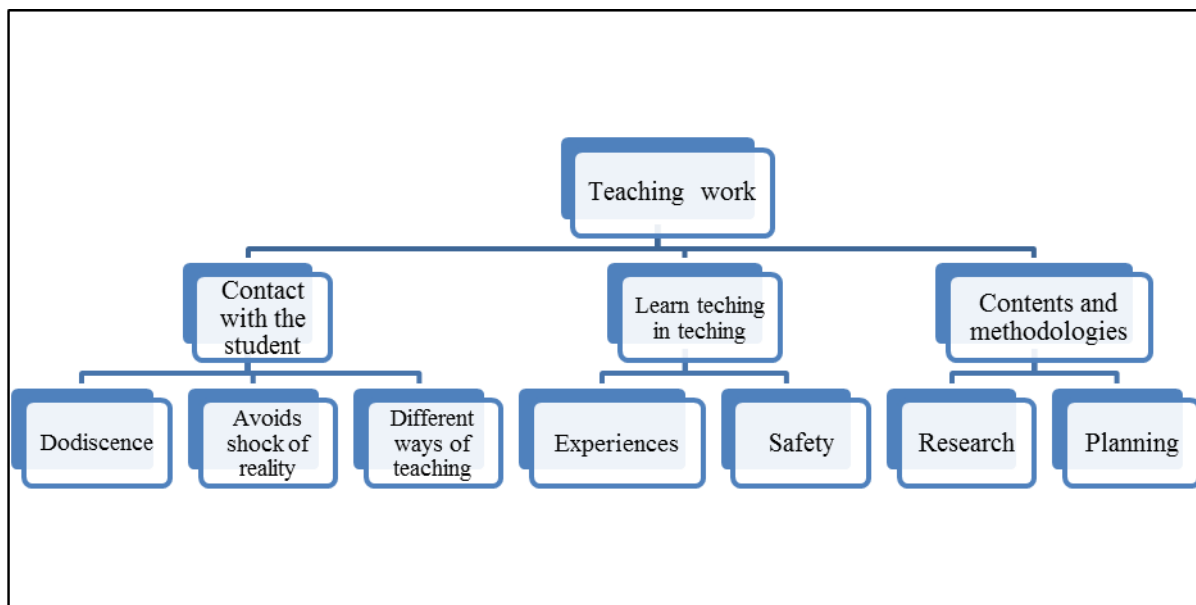


Figure 2: Content Map 2 - The Pibid and the Training for Teaching Work.

Source: Interviews, 2016. Authors' organization.

In the subcategory "Contact with the student", the answers revolve around the Freirean concept of "Dodiscence", the reality shock and the contact with the different ways of learning.

The idea underlying didacticism is that of the inseparability between teaching and learning. The scholarship student within the activities of the Program teaches students of basic education, under the supervision of career teachers (from university and school). As well, under the supervision of these students, "they seek to understand the school environment, in which their expectations [personal, academic and of their professional future] are being revised and new relationships are being built" (AMBROSETTI, et al. 162).

For Schmidel (2016), "The Pibid allows moments of reciprocal learning in which students learn from the scholarship holders and these scholarships learn with the students the job of teaching. It is also possible to exchange experiences between scholarships and teachers. "In the same vein, Kuhn (2016) emphasizes:

the participation of the children and the involvement of practically all the students in the activities is remarkable. What's more, it's wonderful to witness their help in teamwork. The class leaves the routine of books and readings, moves on to a more fun and different class, where the students get involved in the proposed activity.

Still in this line of thought, it is important to highlight the conclusions of Silva (2016), for whom

the approach to the school through the activities of Pibid allowed to meet and interact with the students, seeking to ally theories and teaching practices aimed at obtaining positive results in the teaching-learning process. Basic education students are mostly children and adolescents in different stages of development and different realities, which require the fresh teacher to master a didactic-pedagogical knowledge and differentiated methodologies that attract their interest and from the activities of the Pibid, factors as how to get to know the students better, knowing a little of the reality of each one and the fact that we can exchange experiences, teaches us a lot and they also learn more, since I have noticed their interest in working with the group.

These insertions in the daily life of the school, in direct activities with the students of the basic education, are what prepare the students of the degree for the exercise of the teaching, having minimized the possibilities of shock with the reality (ESTEVE, 1999) when entering the professional life. Taken as the moment of transition from student to teacher role, "it is a time of intensive tensions and apprenticeships in unfamiliar contexts during which beginner teachers must acquire professional knowledge in addition to being able to maintain a certain personal balance" (PAIM, 2006, p 129).

In this sense, for Sobé (2016), "the Pibid prepares for the profession, it starts us in a complementary way to the one that is seen in the obligatory stages," an observation that is complemented by Santos (2016) when affirming that "only having the experience in a classroom you will know whether or not you want to pursue the degree course. It is with the

Program that we experience in practice how schools are, helping a lot in our academic vision about the school environment. "

Still in the process of learning with the students of the school in the context of the initial formation, the students who participated to the survey mention the possibilities of recognition about the different forms of learning existing among the subjects that make up the educational space and that need to be considered in the course of the practices of teaching. It is in this sense that Quadros (2016) states that:

Pibid collaborates so that the academics have an initial contact with the students, thus discovering the reality in which the school is inserted. Learning to deal with the cultural diversity that exists in the classroom and seeking to understand what is going on in the lives of students so that we have a success in the way of teaching each of our future students.

It is in this preamble that the second subcategory concerning this question is revealed: "Learning teaching with teaching", a formative practice that allows the construction of "theoretical, methodological and conceptual references in order to guide the pedagogical didactic action of the teachers in formation, as well as provide them with conditions so that they can evaluate their practice with a view to resizing it "(PAIM, PEREIRA, 2016. p.40).

For the students participating in the survey, experience and security are the keywords that synthesize the formative immersion in the context of Pibid on what it concerns on how to learn teaching in the context of teaching itself: "With the experience provided by the Program, I had the opportunity to be in contact with the classroom, its life, its dynamics, thus contributing to a better preparation for the future teacher" (RIBEIRO, 2016), an assertion that has been ratified by Santos (2016), for whom "it is with the Program that we experience in practice how schools are, helping a lot in our academic vision about the school environment."

These experiences, in the intersection between academic and scholarly knowledge are the ones that contribute to the initial construction of a professional identity that also considers the student of basic education. As Dendena (2016) states:

It is necessary the interaction between scholarship holders and students, both for one and the other can complement learning and knowledge building on both sides. It benefits from overcoming the difficulties, often clarifying the understanding of the process by the student and the scholarship holder.

On the part of the scholarship student, this process of insertion in the context of the school of basic education also allows a better understanding of the contents and teaching methodologies for this stage of schooling, forming the third subcategory regarding the understanding of the teaching work in the analyzed context. In this context, research and planning appear as central elements regarding the learning of teaching enabled by the Program analyzed, as it could already be seen in the testimonies cited in the course of this work and also in the speech of

Sobé (2016): "we can already plan and apply activities, being able to see what works and what doesn't, and to know the difficulties of giving and planning a lesson."

From the discussion in this section, we were able to capture some formative aspects of Pibid in the understanding of its scholarship students about the understanding of the teaching work in the aspects related to the contact with the students of the basic education school; the learning in order to be a teacher applied in the context where the work is developed; and issues related to teaching content and methodologies. However, as Pimenta and Lima (2004, p. 43) remind us, it is essential to enable "future teachers to understand the complexity of institutional practices and actions practiced there by their professionals, as an alternative in preparing them for their employability." Based on this concept, in the next section, we will consider the learning developed in the Pibid regarding the school of basic education and the individuals that study it.

PIBID AND LEARNING IN ORDER TO UNDERSTAND THE SCHOOL AND THE STUDENT

In defending a praxiological conception in the initial teaching education, the text supports a training approach that develops in the mediation between the training field and the professional field; that matches knowledge of the academic world with the knowledge of the world of basic education. In this defense, it approaches the Zeichnerian concept of the third space (ZEICHNER, 2010), which argues about the need for a hybrid formative process, forged in the crossing of borders between university and school.

Thus, more than talking about school in the process of teacher training, the university needs to dialogue with the school, in order to know the objectives, tensions and possibilities of renewal of teaching and the training itself that arises in school contexts. It is not enough for the university to create ideal school models that do not match with the imposed reality, waiting for its transformation. By adding academic and scholastic efforts in the process of initial teacher training, what is good in both institutions is enhanced, making it possible to fill any existing gap that might be found in one of them, through the dialogue with the other one.

The answers of those students questioned about their learning during Pibid's activities, regarding the learning developed about the school and the students, represent three subcategories of analysis: Focus on the student; the 'Movement' of teachers and; a Relationship with the university, as viewed on the Map of Content 3 (Fig. 3).

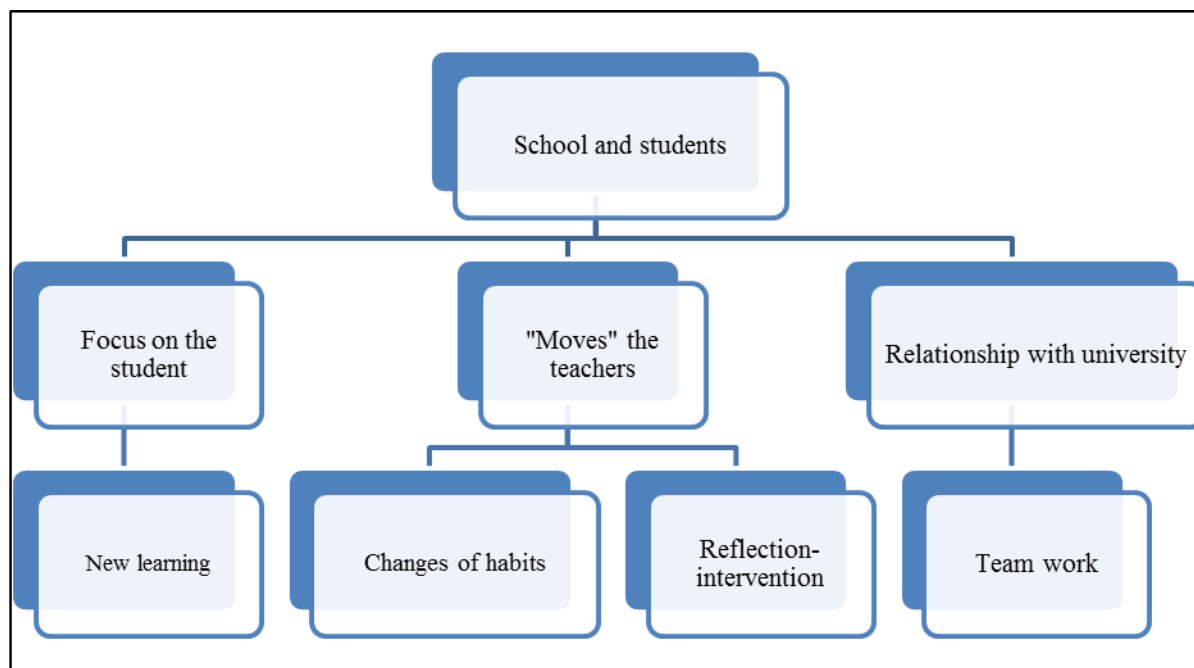


Figure 3: Map of Content 3 - Pibid and the Learning in Order to Understand the School and Students
Source: Interviews, 2016. Authors' organization.

It is important to start the discussion of the results inherent to this section from starting for the central category taken from the students' answers: School and students. It shows the researchers' conception of what the final objective of their formative process is - the performance in primary education schools focusing on the development of those who are its main beneficiaries, the students. In this vein, it is important to remember what Cruz and André (2012) defend, that is, experience in the classroom of basic education should be at the center of the classroom in higher education, in processes of initial teacher training, discussing the problems and the theoretical and practical possibilities facing issues of school pedagogical practice. This process tends to take the school as a starting and arrival point in the formative processes, in order to understand and transform it, at the same time that university practices also are transformed.

Being the basic education student and its development the main focus of the training process of the "pibidian" student, he will, as a consequence, seek its own qualification, in order to mediate learning. This is what Benatti (2016) highlights, when affirming that the Pibid:

stimulates learning from different perspectives. Graduates were always present, both in Pibid-related activities as in day-to-day at school, helping the school community as a whole and being an active member and builder of educational space. So much that the projects done at the school were maintained after graduating students left.

This statement is in line with what defended by Schmidel (2016), who states:

Through the Pibid scholarship holders are inserted in the school environment developing different and attractive activities, seeking the attention and learning of the students, thus contributing to improve the quality of teaching in school.

In a similar sense, the students' speeches point to another subcategory, that refers to the teacher of the elementary school. In the research results, it is stated that the presence of the university within the school (and vice versa), 'Moves' teachers, leading them to think on their own performance, which reflect on changes in habits in their pedagogical interventions. Likewise, Ambrosetti et al. (2013, p.156) confirm this assertion:

Studies on school-university partnerships have benefited the areas of student performance directly linked to the interventions undertaken by schools and their university partners, as well as in the professional development of experienced teachers.

In this perspective, Kuhn (2016) states: "In addition to classroom contact, the exchange between student's dialogue with the school teacher helps the teacher to find more practical ways and methods that will help in the good development of the classes and learning of the students. "In turn, Santos (2016) states that" Pibid, with the intention of making the classes more dynamic, with projects, leaving aside a little the textbook, ends up encouraging teachers to do the same, as they realize that students are more interested in the subject. "

However, it is necessary to remember that the changes of attitude of the professors of career before the teaching, are not given only and exclusively by the existence of the Pibid in their working spaces. The presence of the Program may be a stimulus, but ultimately, it results from an analytical attitude of the teacher himself, who reinterprets his performance, undertaking new attitudes towards teaching, remembering that the knowledge of the career teacher base their action and reflection on it and "it is necessary that they be brought in evidence by the activity of the trainers itself, so that future teachers recognize their pertinence and specificity" (CRUZ, ANDRÉ, 2012, p. 84)

Understanding teaching in basic education and what their teachers do, in the different concepts of this subject,, is a fundamental condition to understand teaching as a profession and the professional development of the individuals that are part of it, issues that will be discussed in the next section.

THE DEVELOPMENT OF THE JOB AND THE PROFESSIONAL DEVELOPMENT

To begin teaching is to be "a foreigner in a strange world, a world in which at the same time is knows and is unknown" (MARCELO, 1998, 63), as the world of school and professions is discussed during the initial training, with little integration into the professional environment. It is gradually at the beginning of teaching that the teacher builds his professional identity and

is also gradually recognized by the career professors as a participant in the group, proportionally to his learning skills of the institutional rites, being able to carry out the activities which he has been assigned with.

Mizukami (1998) points out that aspects such as class management, planning, teaching and assessment are being exercised by teachers at the beginning of their careers in a fragmented way, without having a global view of their teaching process and this in the institutional context, which is understood due to the period of the career they are going through but also because "it is a period of intense tensions and learning, generally in unknown contexts, and during which beginner teachers must acquire professional knowledge, as well as be able to maintain a certain personal balance "(MARCELO, 1998, p.62).

In this sense, since the centrality of Pibid is the introduction to teaching, it is necessary to understand how the surveyed students feel the Program can contribute with the understanding of teaching and professional development of teachers. As presented in Map of the Content 4 (Fig.4), from the analysis of the answers it was possible to form three subcategories: Teacher behavior, experience and identity; Training for education and; Practical training

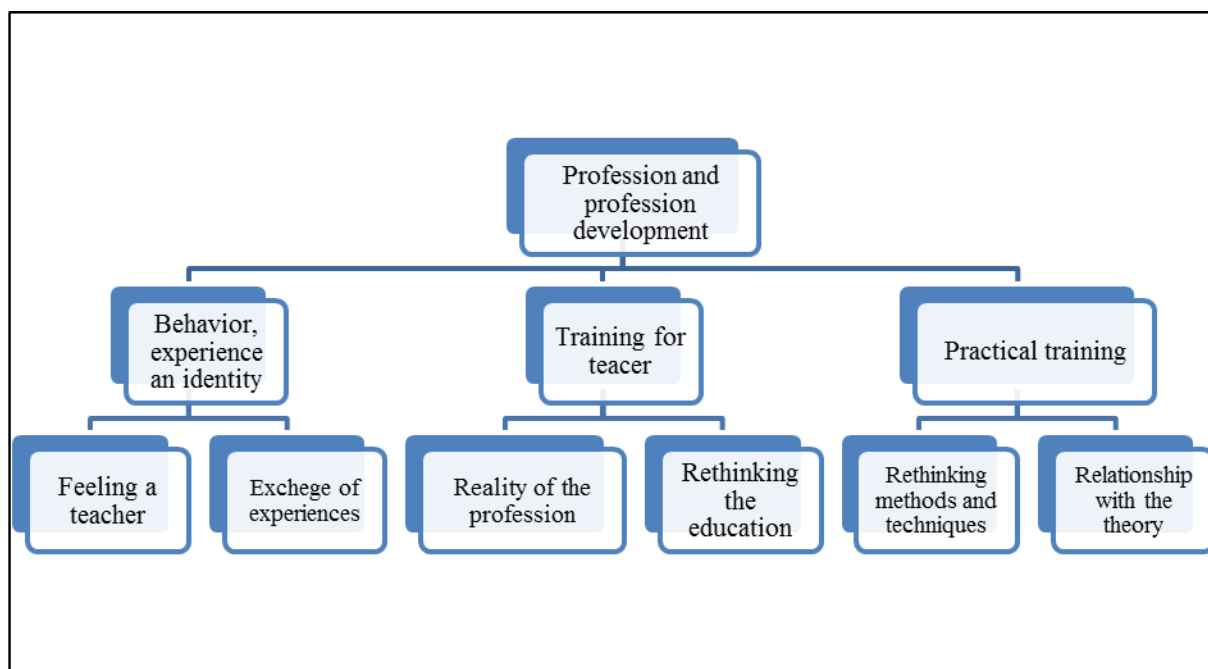


Figure 4: Map of Content 4 - The Pibid and the Understanding of the Profession and Professional Teacher's Development

Source: Interviews, 2016. Authors' organization.

Feeling as a teacher, experiencing the daily life of those who are teaching and understanding the elements underlying the teaching action in the school context, are elements frequently present in the answers of the surveyed students. According to Schmidel (2016), "acting in

Pibid allows a more elaborate training, focused on education and the teaching and learning process, thus improving teacher training and future professional action."

The formative character of the exchanges of experience provided by the Pibid in the conformation of the identity of the scholarship holders as future teachers is also expressed by the speech of Pegoraro (2016), mentioning that in this process already the mishaps pertaining to the profession are known:

One realizes that the teaching profession is not easy and has many problems to be faced. Thus, when we arrive at Pibid our training is under construction and the professionals who follow us help in this training, because the social scope that they participate, the school, and the information passed by the teachers who daily work in the area and 'suffer', develop in us an even greater ability to overcome the obstacles that we will encounter, and in this way giving us better psychological conditions and more solid knowledge to face the profession.

In a similar sense, Santos (2016) affirms the following: "It is only by having this experience in the classroom that one knows if he will want to follow the degree course or not. It is with the Program that we experience in practice how schools are, helping us a lot in our academic vision about the school environment, "which is reiterated by Mansur (2016) when affirming that" the Pibid allows experiencing the real construction of the teacher, since it puts the scholarship holder in action before the school. "

Such statements are consistent with the results of the study by Ambrosetti et al. (2013, p.169) on the same program. The authors conclude that professional knowledge must be constituted in the "experiences and analyzes of concrete practices that allow constant dialogue between teaching practice and theoretical training and also, between concrete experiences in classrooms and the research between teachers and trainers of College students."

The theoretical formation and practical training pair is expressed in some of the participants' speeches, as the one pronounced by Santos (2016): "It is a greater support for our formation, after working in the Pibid; the teaching activities done afterwards, are much more conscious and critical." In the same vein, Besen (2016) states:

As for the teaching profession, for me, the project was almost a prerequisite. With Pibid we can be in the classroom following all its dynamics, interacting with the teachers of the school and the university, with the students and with the contents and methodologies.

In this vein, on the formative experience within the framework of Pibid, Quadros and Foiatto (2013, p.232) argue that

We can understand how Pibid's actions in the public school make possible the integration of the graduate with the concrete reality of the school, understanding how they connect the knowledge produced in the university with those that emerge from the school and the professions. However, this initial trajectory is not something

finished, because it is only the first step in professional training that needs a continuous process of construction, requiring reflection, action, dynamism, movement and intervention.

Still, it is important to consider the Silva's conclusions (2016), for whom

The participation in Pibid reinforced the choice of teaching and also demonstrated that the path is to always keep looking for the best for our students and for the school, being in constant contact with new methodologies, practices and what is necessary in the professional development without forgetting that personal [aspect] should be taken into consideration during this path.

The aforementioned student adds to what is argued by Nóvoa (2002, pp. 38-39), that "being in formation implies a personal investment, a light and creative work on the paths and the own projects, with a view to the building an identity, which is also a professional identity." This personal investment in professional formation is exposed by Flores (2016):

The [Pibid] Program is great for personal growth, for expanding our knowledge, for rethinking education, for being updated, for making the student fall in love with the subject, among others. All this because we have readings, deepening of contents and several debates to build a professional with more approaches.

There is recognition by the graduates that Pibid is a fundamental program that contributes to training. The reports show the importance of the role of the Program on the meaning of being a teacher, which arises as challenges need to be faced on everyday school life and in the experience that involves the work of the teacher and the constitution of his professionalism, breaking with the isolation that has characterized the work of teachers in their classrooms and the distance between basic education and university.

The project contributes to the fact that the scholarship holders in formation can know the school reality, interact and experience teaching practices that are fundamental in the process of building their professional identity in a movement that makes it possible to understand the school as a space crossed and configured in the coexistence of different practices. It should also be noted that Pibid is a space for building new knowledge developed in the day to day school and the contact with the knowledge and experiences that only in practice are consolidated.

FINAL CONSIDERATIONS

The Institutional Scholarship Initiative Program (PIBID) is able to correlate the initial teacher training process in the university degree with the knowledge and practices instituted in the field of professional practice, the basic education school, breaking with the traditional

characteristic of many training processes based on the complaint of conceptions and practices that take place in the school environment.

In taking the school and its individuals as co-educators of new teachers, we work on the perspective of the research for scenario changes, both in the school and university education of teachers, once new meanings are brought to the processes, working in the perspective of counter-discourse about the emptying of the work of the professor: the teacher as an active subject of his training, discussing the demands of his practice with the knowledge historically constructed and systematized by the academy, showing that theory and practice are not antagonistic fields, but that pedagogical theory works together with the social practice of teaching activity.

Acknowledging the school as an education field within the framework of the Pibid, one has the realization of the praxiological character defended in the text. In its theoretical-practical character, it is understood as an education area where one learns for oneself and to be able to teach and, in its political-ideological character, the learning for oneself and to be able to teach are directly related to the social space of the school and are instituted and instituting the possibility of changes.

As a public policy for the initial formation of teachers, Pibid subsidizes scholarship holders to appropriate instruments, conceptual tools, knowledge that emerge from teaching practice and the valuation of the school space as a field of experience for initial teacher training. It contributes to discuss new ways of conceiving the school and the curriculum and breaking with certain crystallized logics and consecrated conceptions about the meaning of transmitting information.

REFERENCES

AMBROSETTI, Neusa Banhara et al. Contribuição do Pibid para a formação inicial de professores: o olhar dos estudantes. **Educação em Perspectiva**, Viçosa, v.4, n.1, p. 151-174. jan./jun. 2013.

ANDRÉ, Marli. Políticas de formação continuada e de inserção à docência no Brasil. **Educação Unisinos (Online)**, São Leopoldo, v. 19, n. 1, p. 34-44, 2015. Disponível em: <<http://revistas.unisinos.br/index.php/educacao/article/view/edu.2015.191.03>>. Acesso em: 15 mar. 2018.

BENATTI, Natalia. **Entrevista**. Florianópolis (SC), 29 de março de 2016.

BESSEN, Camila. **Entrevista**. Florianópolis (SC), 23 de abril de 2016.

BRUSAMARELLO, Andressa Fernanda. **Entrevista**. Erechim (RS), 18 de março de 2016.

CRESWELL, John. **Projeto de pesquisa**: métodos qualitativo, quantitativo e misto. Trad. Luciana Oliveira da Rocha. 2 ed. Porto Alegre: Artmed, 2007.

CRUZ, Giseli Barreto da; ANDRÉ, Marli. O ensino de didática e o aprendizado da docência na visão de professores formadores. **Diálogos educacionais**, Curitiba, v.12, n.35, p.79-101. jan./abr. 2012. Disponível em: <<http://www2.pucpr.br/reol/pb/index.php/dialogo?dd1=5903&dd99=view&dd98=pb>>. Acesso em: 15 mar. 2018.

DENDENA, Daiane Paula. **Entrevista**. Erechim (RS), 13 de março de 2016.

ESTEVE, José Manuel. **O mal estar docente**: a sala de aula e a saúde dos professores. Bauru: EDUSC, 1999.

FLORES, Ana Carolina Perusin. **Entrevista**. Erechim (RS), 05 de março de 2016.

FURLANETTO, Ecleide Cunico. Formação de formadores: um território a ser explorado. **PepSic.**, São Paulo, n. 32, p.134, 2011. Disponível em <<http://pepsic.bvsalud.org/pdf/psie/n32/n32a08.pdf>>. Acesso em 15 mar. 2016.

GATTI, Bernardete Angelina. Formação Inicial de Professores para a Educação Básica: pesquisas e políticas educacionais. **Estudos em Avaliação Educacional**, São Paulo, v. 25, p. 24-55, 2014a. doi <http://dx.doi.org/10.18222/eae255720142823>. Acesso em: 17 mar. 2018.

GATTI, Bernardete Angelina. La formación inicial de profesores en Brasil. **Tabanque Revista Pedagógica**, v. 27, p. 15-24, 2014b.

GATTI, Bernardete; BARRETO, Elba. **Professores do Brasil**: impasses e desafios. 1. ed. Brasília: UNESCO, 2009.

KUHN, Marcos Adriano. **Entrevista**. Erechim (RS), 12 de março de 2016.

LINDO, Paula Vanessa de Faria; SOUZA, Reginaldo José; PAIM, Robson Olivino. O Pibid como 'terceiro espaço' na formação de professores de Geografia. In: Ricardo Luiz de Bittencourt. (Org.). **Pibid como estratégia de formação de professores**. Rio de Janeiro: Eulim, 2017, v. , p. 148-175.

MANSUR, Tally. **Entrevista**. Florianópolis (SC), 17 de março de 2016.

MARCELO, Carlos. Pesquisa sobre a formação de professores: O conhecimento sobre aprender a ensinar. **Revista Brasileira de Educação**, Rio de Janeiro, n.9, p.51-75, 1998.

MARIN, Alda Junqueira. Propondo um novo paradigma para formar professores a partir das dificuldades e necessidades históricas dessa área. In.: REALI, Aline Maria Medeiros Rodrigues; MIZUKAMI, Maria das Graças Nicoletti. (Org.). **Formação de professores**: tendências atuais. São Carlos: EDUFSCAR, 1998. p. 153-165.

MARTINS, Rosa Elizabete Militz Wypczynski. A prática de ensino de Geografia como eixo articulador do processo formativo. In.: MARTINS, Rosa Elizabete Militz Wypczynski; TONINI, Ivaine; GOULART, Ligia Beatriz. **Ensino de Geografia no contemporâneo: experiências e desafios**. Santa Cruz do Sul (RS): EDUNISC, 2014. p. 170-187.

MIZUKAMI, Maria da Graça Nicoletti. **Ensino: As Abordagens do Processo**. 10. ed. São Paulo: Editora Pedagógica e Universitária Ltda., 1998. 119p .

MIZUKAMI, Maria da Graça Nicoletti.; Et Al. **Escola e aprendizagem da docência**. Processos de investigação e formação. São Carlos: Edufscar, 2002.

NORA, Darlan, **Entrevista**. Erechim (RS), 24 de fevereiro de 2016.

NÓVOA, António. **Formação de professores e trabalho pedagógico**. Lisboa: Educa, 2002.

PAIM, Elison Antonio. Chegando à escola: um momento do fazer-se professor. **Revista Ideação**, Foz do Iguaçu, v.8, n.9. p. 125-139, 2006. Disponível em: <<http://e-revista.unioeste.br/index.php/ideacao/article/view/859>>. Acesso em: 17 mar. 2018.

PAIM, Robson Olivino; PEREIRA, Ana Maria de Oliveira. “Tu vai se fazendo professor todos os dias”: Diálogos sobre estágio supervisionado e formação para a docência em Geografia. In: SILVA, Émerson Neves da (Org.). **Os desajios da universidade popular: a busca da construção possível**. Jundiaí: Paco Editorial, 2016. p.35-58.

PEGORARO, Karine. **Entrevista**. Erechim (RS), 27 de fevereiro de 2016.

PIMENTA, Selma Garrido; LIMA, Maria Socorro Lucena. **Estágio e docência**. São Paulo: Cortez, 2004.

QUADROS, Daiane de Almeida. **Entrevista**. Erechim (RS), 11 de março de 2016.

QUADROS, Daiane de Almeida; FOIATTO, Kalize. Ensinando e aprendendo Geografia com o Pibid. In.: FERREIRA, Jeferson Saccol; MARASCHIN, Maria Lucia Marocco; CAMBRUSI, Morgana Fabiola (Org.). **Iniciação à docência: experiência, significações e perspectivas**. Curitiba: CRV, 2013. p. 227-233.

RIBEIRO, Danilo Stank. **Entrevista**. Florianópolis (SC), 16 de março de 2016.

SANTOS, Larissa Anjos. **Entrevista**. Florianópolis (SC), 20 de abril de 2015.

SCHMIDEL, Natiele Patrícia. **Entrevista**. Erechim (RS), 02 de março de 2016.

SILVA, Roselaine Iankowski Corrêa da. **Entrevista**. Erechim (RS), 02 de março de 2016.

SOBÉ, Kelenn. **Entrevista**. Florianópolis (SC), 20 de abril de 2016.

TARDIF, Maurice; LESSARD, Claude. **O trabalho docente: elementos para uma teoria da docência como profissão das relações humanas**. (Trad. João Batista Kreuch). 8 ed. Petrópolis (RJ): Vozes, 2008.

VASQUEZ, Adolfo Sanches. **A filosofia da práxis**. Rio de Janeiro: Paz e Terra, 1968.

VIEIRA, Hilda Maria Monteiro. **Como vou aprendendo a ser professora depois da formatura**: análise do tornar-se professora na prática da docência. Tese de doutorado. CECH/ UFSCar, 2002.

ZEICHNER, Ken. Repensando as conexões entre a formação na universidade e as experiências de campo na formação de professores em faculdades e universidades. **Educação**. Santa Maria, v. 35, n. 3, p. 479-504, set./dez. 2010. Disponível em: <<https://periodicos.ufsm.br/reeducacao/article/view/2357>>. Acesso em: 17 mar. 2018.


About the authors

¹**Robson Olivino Paim** 

E-mail: robson.paim@uffs.edu.br

Universidade Federal da Fronteira Sul – Brasil.

Doctorate in Geography – Universidade Federal de Santa Catarina [UFSC].

²**Rosa Elisabete Militz Wypcynski Martins** 

E-mail: rosamilitzgeo@gmail.com

Universidade do Estado de Santa Catarina – Brasil

PhD in Geography – Universidade Federal do Rio Grande do Sul [UFRGS].