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THE PEDAGOGICAL RESIDENCE AND THE SUPERVISED INTERNSHIP IN THE CONSTRUCTION OF TEACHER IDENTITY: THE EXPERIENCE OF THE SOCIOLOGY/UERN SUBPROJECT

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Abstract: This article is an attempt to describe and analyze the experience of the Sociology subproject, part of the Institutional Project of UERN, of the Pedagogical Residency Program, since its implementation, highlighting the period of social isolation resulting from the spread of SARS-COV2 known as the new corona virus, responsible for the covid-19 pandemic. It is not intended, however, that it is a study on the pandemic or on remote teaching, but to understand how this phenomenon of the health crisis influenced the actions of the Program during the period of validity of Public Notice 01/2020-CAPES. In addition to contextualizing the entire experience of the subproject, we will highlight the importance of this program for the training of undergraduates in Social Sciences and its relationship with the mandatory supervised curricular internship, and the contributions of both experiences to the construction of the professional identity of the sociology teacher. The methodology adopted is that of dense description (ethnography) together with comparative research. The results point to the effectiveness of the Pedagogical Residency for the training of teachers and the strengthening of the Degree Course in Social Sciences, proven from the reports of the resident students, as well as the need to strengthen the relationships between the training programs aimed at the degree. and the curricular components of practice and supervised internship.

Keywords: Pedagogical residency; teacher training, supervised internship, teacher identity, remote teaching.

INTRODUCTION

The aim of this article is to analyze the contributions of the Pedagogical Residence program in teacher training, more precisely in the Social Sciences Degree Course at the State

University of Rio Grande do Norte (UERN.) as well as the challenges encountered for teacher training and education. the teaching of Sociology, in the context of remote teaching resulting from the covid-19 pandemic. Thus, the scope of the analysis will be the participation of fellow residents and volunteers of the Sociology subproject, at Escola Estadual Governador Dix-Sept Rosado, located in the municipality of Mossoró-RN.

This analysis will take place from two perspectives, the first from direct observation in the planning and monitoring of activities, and the second from reading the experience reports of resident students, in which we identify the challenges they face, but also the challenges they face. didactic and methodological strategies for teaching in the discipline of Sociology and its relations with the social and cultural, political and health contexts imposed by the pandemic. These contexts led both schools and universities to adopt emergency remote teaching, to which we all had to adapt.

The second perspective is the relationship between the activities of the Pedagogical Residency Program and the supervised internship, a relationship that is already recommended by the very nature of the Program and explained in the CAPES notices, as program objectives:

In the case of the Sociology subproject, this relationship has been quite evident, as most residents are also trainee students, and also considering the context of the pandemic in which trainee students could not carry out practical activities in schools, the activities of the Residence constitute an opportunity for immersion and experience of teaching practice.

From these two perspectives, we will analyze the contributions of the Pedagogical Residence program to the training of sociology teachers for high school, always taking care

to situate this experience in the context of emergency remote teaching adopted in the period derived from the covid-19 pandemic.

The article is divided into five sections, including this introduction. In the second section we will do all the contextualization of the Pedagogical Residency Program, since its creation in 2018, by CAPES, the adhesion and its implementation by UERN. In the third section, the relationships between the activities of the Pedagogical Residence and the Supervised Curricular Internship will be presented, in the context of the rural school, placing this relationship in the reality imposed by the invite-19 pandemic. The fourth section will be dedicated to the analysis of the contributions of the Pedagogical Residency to the teaching of Sociology and to the formation of the teacher and construction of the professional identity of the Sociology teacher in high school. Finally, in the final considerations, we will present the main conclusions and contributions of the article.

CONTEXTUALIZATION OF THE PEDAGOGICAL RESIDENCE PROGRAM AND THE REALITY OF REMOTE TEACHING

The Pedagogical Residency Program was created in 2018 by the Ministry of Education, through the Coordination Foundation for the Improvement of Higher Education Personnel - Capes, as an instrument to promote teacher training in undergraduate courses, with the objectives explained in the notices:

“Improve the training of students of undergraduate courses, through the development of projects that strengthen the field of practice and lead the licentiate 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;

II. Induce the reformulation of the supervised internship in undergraduate courses, based on the experience of the pedagogical residency;

III. Strengthen, expand and consolidate the relationship between the HEI and the school, promoting synergy between the entity that forms and the one that receives graduates from the degree and stimulating the role of teaching networks in teacher training.

IV. Promote the adequacy of the curricula and pedagogical proposals of the initial training courses for basic education teachers to the guidelines of the National Curricular Common Base (BNCC)” (BRASIL, 2018; p.1).

In a critique of the Pedagogical Residency Program and its philosophy, Faria and Diniz-Pereira (2019) claim that the link to the BNCC hurts the university autonomy of the participating HEIs, since they can establish their own training guidelines. However, what is concrete is that teacher training is currently also governed by a Common National Base. Universities have to adapt their Licentiate courses to the new national base.

Discussions aside, the aim of this section is to contextualize the performance of the Pedagogical Residency Program within the UERN and, particularly, the participation in the Social Sciences Course program, through the Sociology Subproject.

As already mentioned, the program was launched in 2018, through public notice 06/2018-CAPES, in which the Universidade do Estado do Rio Grande do Norte (UERN) participated and was awarded the institutional project. The Social Sciences Course participated in the first public notice and was awarded twenty-four scholarships for resident students, and three scholarships for preceptors, forming a nucleus as determined by the public notice.

These twenty-four students were distributed in three field schools: Aída Ramalho Cortez State School, Moreira Dias State School and Governador Dix-Sept Rosado State School. The latter being the only school contemplated in the 2020 public notice, when the number of scholarships was reduced, and the division of priority areas and general areas was established. Despite the reduction in scholarship quotas and the fact that Sociology is not among the priority areas, the public notice allowed the division of the centers, removing the obligation to have 24 scholarship holders for the course to be contemplated. Thus, the university's internal policy allowed the Social Sciences course to be contemplated with a minimum number of eight scholarship holders, and a preceptor.

In the selection process, preceptors were selected, the professor of Sociology at the Governador Dix-Sept Rosado State School, who had already participated in the first public notice, was selected. Thus, the Sociology subproject continued to work in this same field school.

However, the spread of the SARS-COV2 virus known as the new corona virus, at the end of 2019, gave rise to the covid-19 epidemic, recognized as a pandemic in March 2020 by the World Health Organization, a fact that changed the work routine and study across the planet. In Brazil, the pandemic brought a new reality, which was the suspension of face-to-face teaching and the implementation of emergency remote teaching, and UERN has already suspended its activities on March 15, 2020.

It was in this context of social isolation and remote work/teaching that all the selection procedures for the resident students (scholarship holders and Volunteers) and the preceptor were carried out, which took place respectively in the months of July and August. However, after this process, there was

still uncertainty regarding the beginning of activities, initially scheduled for August, as well as its format, in the context of remote teaching, with the Pedagogical Residence being a student immersion program in the basic education school. How would this immersion, the setting and the teaching practice of the residents take place without actually experiencing the daily life of the school?

This whole picture of uncertainties and questions continued until November, when in fact the activities were started remotely, remaining in this format throughout 2021 and lasting until February 2022. This reality provided the residents, the preceptor and the guiding teacher many challenges in the sense of finding the best strategies of action of the subproject with the school-field. Even with the difficulties imposed by the pandemic, the participation of residents in school activities began in December 2020, including with the regency, although with reduced workload, due to the end of the school year at school.

The first challenges faced were mastering the available technological tools and defining a work system. The digital platforms chosen for the activities were Google Meet for classes and meetings and Whatsapp groups for the socialization of activities. In addition to SIGEDUC, a platform of the state education department, in which all school registration is done. The work system adopted was weekly planning meetings involving the preceptor and residents, and fortnightly meetings of the entire group, including the guiding professor.

Once the strategies were defined, the activities were carried out as planned, but also in accordance with the conditions of a reality that is already dynamic and has become even more challenging in the context of the pandemic and remote teaching. The first module, which lasted from November 2020 to April 2021, took place with the

residents completing the adaptation period in December 2020, and upon returning to school in February 2021, actively participating in school planning during the pedagogical week, passing by observation, and finally assuming the regency, according to the workload established by Capes through the public notice.

It is worth remembering that due to the reduced workload of Sociology (one class per week), not always a resident assuming a single class would complete this workload. The preceptor teacher's strategy was to divide the group of residents into pairs so that the classes were better distributed, providing the greatest possible workload.

The second module, which covered the period from May to October 2021, took place under more favorable conditions, both from the point of view of the distribution of hours, since it started with the school year already in progress, and with regard to mastering the tools and teaching resources available to residents. Residents already perceived it to be quite integrated into the daily lives of students and the school, even if experienced in a virtual way, and from the reports it is clear that they are familiar with teaching practice and with very questioning and revealing reflections of being a teacher. This proves the importance of the Pedagogical Residency's role in the initial training of teachers and in the construction of the sociology teacher's teaching identity.

In this second module, however, some events deserve to be highlighted that, in a certain way, generated apprehension and uncertainty both for the residents and for the mentor teacher and the preceptor teacher. The first was the delay in the scholarships and the threats of stopping activities, between the months of September and November (the problem was only resolved in early December). The second was the return of face-to-face activities announced by the

State Secretariat for Education and Culture (SEEC-RN), for the month of October 2021. As UERN activities continued to be remote, residents were instructed to remain with remote activities while rural schools returned to face-to-face teaching. The solution found for the Sociology subproject, in common agreement between the mentor teacher, the preceptor and the resident students, was to maintain the Pedagogical Residence activities on school Saturdays, in which the rural school maintained remote activities.

It was in this same context of uncertainties that the third module began, covering the period from November 2021 to April 2022. After these moments of uncertainty and a certain instability, the school holidays arrived, and the face-to-face return that was scheduled to take place in UERN on February 7, 2022, had to be postponed to March, due to a new wave of the covid-19 pandemic, caused by the Ômicron variant. This allows us to say that during the entire period of implementation and validity of Public Notice 01/2020, the pace of the activities of the Pedagogical Residency Program, as well as our entire social life, was dictated by the pandemic and remote work.

THE RELATIONSHIP WITH THE SUPERVISED INTERNSHIP

As proposed by notices 006/2018, the Pedagogical Residency Program aims, in one of its objectives, "to induce the improvement of the supervised internship in undergraduate courses, based on the experience of the pedagogical residency". The relationship between the program and the internship is evident, since this is an essential component of teacher training, mainly because it is in this component that the articulation between theory and practice takes place in a privileged way. Having as a reference the conception of the internship as a field of knowledge, as conceptualized by Pimenta and Lima (2010),

and how this conception contributes to the formation of the researcher, critical-reflective teacher, we will analyze the relationship between the activities of the Sociology subproject, and the Internship Supervised Curriculum of the Degree in Social Sciences.

By joining the pedagogical residency program, UERN started to adopt a policy that allowed the combination of the program with the activities of the curricular internships of the degrees, including the use of the residence hours for the supervised internship, regulated through an internal resolution. This way, an opportunity was created for the immersion of residents in rural schools to also be reconciled with the development of internships.

For the most part, the residents of the subproject, both scholarship holders and volunteers, are also trainee students who attended the Supervised Curricular Internship components I, II and III, in the Licentiate in Social Sciences course. One of the dilemmas faced in both situations was the search for alternatives to fulfill the curricular internship, when implementing emergency remote teaching. Some of the fellows preferred not to enroll in the Supervised Internship and take advantage of the workload of the pedagogical residency, since the sum of the three modules (138) hours each, totals 414 hours, higher than the total hours of the Supervised Curricular Internship, which is 405, in the Social Sciences course at UERN.

Why establish this relationship between internship and pedagogical residency? In what context? First, a clarification: the pedagogical residency cannot replace the Internship, in the sense of not offering the component, since resident students are subjected to a selection process and not all students eligible for the internship can participate. In addition, there is the problem of limiting vacancies in the subproject, which

in public notice 01/2020 only eight vacancies were made available for the Sociology subproject.

However, the opposite relationship is true, that is, resident students can choose to take advantage of the residency's workload for the internship, upon the university's own requirements and regulations. What made possible a joint action, since the majority of the scholarship holders were also intern students.

The context in which this relationship is established is that of emergency remote teaching, implemented by UERN as a result of the covid-19 pandemic, which led to the suspension of face-to-face activities. For the beginning of the 2020.1 academic semester, which began in September of the same year, a consultation was carried out with academic departments about the offer of supervised internships, since basic education schools were also working remotely. This moment was crucial because the courses had to choose whether or not to offer the internship, and once defining themselves by the offer, they would have to define how the practical activities of the internship would take place, without the internship students actually experiencing an experience on the ground. of school, or in the everyday reality of basic education. In the case of Social Sciences, the Supervised Teaching Internship I and Supervised Teaching Internship III components were to be offered, The decision of the plenary session of the Department of Social Sciences and Politics (DCSP), to which the Degree in Social Sciences is linked from UERN, was to offer the internship even remotely.

Since internship I does not require a longer time at school, as it is more about the diagnosis of the field school and the observation phase, in this sense theoretical activities were privileged to provide the necessary foundation for the interns. It was

in this class that most of the students selected to integrate the Sociology Subproject of the Pedagogical Residency Program were enrolled. Only one of these students were not among the residents. In this way, due to the reality of emergency remote teaching and the difficulties of looking for new schools in the field of internship, since the schools of the basic education network were also in remote work, it was decided to concentrate the activities of the Supervised Internship at the School Governor Dix-Sept Rosado State, field school of the Sociology subproject, with the school's Sociology teacher as preceptor, who also took over the field supervision of the mandatory supervised curricular internship. About this relationship between the internship and the Pedagogical Residency, she states that:

“When the school receives the student just for the internship, he is not integrated in the daily activities of the school, such as the planning and the pedagogical week. The residency student, on the other hand, has more experience at school, is more present in addition to the internship workload, participates in the planning of the discipline together with the teacher, has more autonomy.” (Statement of the Preceptor, 2022).

In the second semester of the remote internship (2020.2), the group that attended Internship I in the previous semester went on to attend Internship II, a component with only 45 hours and whose main objective is to build the performance project in stages III and IV in which the regency practice. However, the resident students, both scholarship holders and volunteers, were already in full activity at the field school, even participating in the moments of planning and even conducting remote classes.

This was how the dynamics continued in Stage III, when intern students are required to fulfill their teaching hours through

workshops, in which transversal themes related to the Social Sciences are worked. Thus, the integration between the activities of the Pedagogical Residency and the Supervised Internship, in addition to fulfilling one of the objectives of the program in the sense of inducing the improvement of the Supervised Internship and promoting greater integration between the university and basic education, also made it possible to solve some problems such as the distribution of interns in more than one field school.

It is important to note that this integration between the pedagogical residency and the supervised internship also occurred in other UERN subprojects and, in the case of Sociology in other institutions, as verified in an article by Pereira and Fernandes (2021), when analyzing the experience of the Federal University Fluminense in Campos dos Goitacazes-RJ.

In the case of the UERN Sociology Subproject, this direct relationship between the activities of the Pedagogical Residence and the Supervised Internship was based on two premises. The first imposed by the reality of the pandemic, which did not allow internship supervisors to travel to field schools and thus seek to insert intern students. The second is the legal provision, via internal resolution, which allows the student to take advantage of the workload of the Pedagogical Residence activities for the Supervised Internship. Also contributing to this was the fact that the internship supervisor teacher responsible for the class is also an advisor teacher of the Sociology subproject. It is worth remembering that such integration is not always possible, particularly when it comes to a nucleus with a greater number of residents enrolled in different classes and internship levels.

THE CONSTRUCTION OF THE IDENTITY OF THE SOCIOLOGY TEACHER FROM THE RESIDENTS' REPORT

We will proceed to analyze the contributions of the pedagogical residency program in the scope of the Sociology Subproject of UERN, for the construction of the teacher's professional identity. In this sense, we adopt the perspective of Pimenta and Lima (2010) to understand how this teaching identity is formed, and to perceive it as a process in which trainee students and future professionals see themselves in the exercise of the profession. The two authors study this identity construction starting from the Internship, a training stage in which future teachers have their first encounters with professional practice.

In addition to this theoretical framework on the teacher's professional identity, what matters to us are the speeches of the actors involved in the process and how they perceive themselves as future teachers. However, we cannot ignore the context of remote teaching and the social isolation imposed by the covid-19 pandemic, which prevented resident students from actually having knowledge of school life and contact directly with high school students, teachers and other actors that form the school.

Despite the difficulties and limitations resulting from the pandemic and remote teaching, some reports are quite emphatic regarding the identification of residents with the practice of teaching and, consequently, point to the construction of this teaching identity. Such identification is expressed, for example, in the title of one of the experience reports of one of the residents and volunteers "The experience of teaching: I want teaching as a profession." Thus, this resident expresses his first impressions from the immersion in the school and the setting process (albeit virtual),

to the practice of teaching itself.

"When I join as a volunteer at the Pedagogical Residence, I come across the act of teaching in its raw form, somewhat different due to the dynamics and realities imposed by the pandemic, but still faithful to teaching in basic education.

It was as a participant in this program that I saw everything I studied in the classroom actually being discussed in basic education. In addition to identifying theories in society, he now understood ways of teaching and learning together with first year students A and B, about the theories of Marx, Weber, Durkheim, and many others". (FERREIRA, 2021, n.p)

In another report like that of another volunteer resident, we noticed that even with the aforementioned limitations of the remote, residents seek to integrate themselves into the reality of the school and develop the necessary skills when teaching, not only from a theoretical point of view, in the sense of building the profession as a critical-reflective research teacher, but also valuing the human dimension, or the "exercise of patience, according to this report:

My experience in the Pedagogical Residency sums up in an extremely positive way, as my preparation for the classroom as a teacher took place in practice. Despite the pandemic context, I was able to practice accessing online platforms that already existed before this remote context (SIGEDuc), it was possible to be tolerant with the dimension of understanding the subjectivities of some students with access to classes, also those who obtained an easier relationship to plan slides, conduct research. Certainly, the way in which each student's performance is observed has been limited, as well as the perspective of how to consider each one's cognitive performance. It is inevitable not to mention the fact that the didactics improved, I realize that confidence in my theoretical knowledge and the ability to share it was built, along

with the feeling of feeling comfortable teaching. (CHAVES, 2021, n.p)

However, the experience of the remote and its limitations are remembered as elements that somehow hampered the practice and exercise of teaching in a full way, that is, to experience the school floor, and this absence of personal contact, exploration of space of the school, as we can see in the following report by a fellow resident.

After finishing module II, I can say that it was a very challenging experience and at the same time very enriching for my training and, in the future, professional performance. The Pedagogical Residence gave me great opportunities to experience my future field of activity, even though I still didn't have the opportunity to explore the physical space, the pandemic context requiring remote teaching, to see new possibilities, which were little explored, to become tools of a stamp. very important, which leaves room for a better use of these tools so that there is a better development in the teaching field. (QUEIROZ, 2021, n.p)

It is also important to reflect on the teaching practice in the teaching of sociology, such as the development of the sociological imagination, as defined by Charles Wright Mills, the exercise of research and sociological thinking. Thus, the Sociology teacher must have as a horizon the practice of what Mills (1972) calls intellectual craftsmanship, which one of the resident fellows translates in his account of the teacher doing craftsmanship in the teaching profession:

The craftsmanship, of the sociology teaching practice as a characteristic of the teaching professional, is in the process of renewal, and this renewal is caused by the changes imposed by the needs of adaptations, especially by the current scenario of the health crisis that our country and the world are experiencing. suffering in recent months.

The Social Sciences Pedagogical Residency Program at the State University of Rio Grande do Norte/UERN provided me, as a student and future teacher, with a reflection on craft work as a tool for teaching sociology in times of change. (NETO, 2021, n.p).

Thus, it can be seen that the experience in the Pedagogical Residency Program, as well as the Supervised Internship, constitutes important spaces for reflection on teaching practice, for the interaction between theory and practice, factors that end up weighing decisively for the formation of teachers. a professional identity. In this case, the identity of the Sociology teacher in High School. Obviously, these future professionals will be able to teach Sociology or related areas at other levels of education, such as higher and technical. The emphasis here given to the teaching of Sociology in High School is due to the fact that the training of teachers for this level of education is the object of the Licentiate in Social Sciences.

FINAL CONSIDERATIONS

The aim of this article was to take stock of the performance of the Sociology of the Pedagogical Residence subproject, within the institutional project of UERN, contextualizing its implementation and performance in this university and analyzing its articulations with the supervised internship and with the construction of the teacher's teaching identity. of Sociology in High School.

It was verified the importance of the Pedagogical Residency Program both for the insertion of the resident students in the teaching practice, as well as for the improvement of the supervised internship as recommended by one of the objectives of the program. The performance of the Licentiate in Social Sciences students in the Pedagogical Residency is configured as an incentive both for the undergraduates to seek their

professional development, and for, through practice, to build their own identity as a teaching professional.

The experience reports of the resident students show that they are treading the paths of teaching and perceive the Pedagogical Residency program as an opportunity for better discernment about their future profession, since they provide an experience in the field school in a more effective and longer lasting. The permanence of the student residing in the field school is in itself superior in number of hours to their presence through the supervised internship, since in the Pedagogical Residence it is required the regency in all modules and the immersion of the residents in the school reality.

However, it is evident that the context of the pandemic, which forced institutions to adopt remote teaching, did not allow residents to physically be in the field school and fully experience the practical experience in the first two modules. However, this context meant that both basic education and university teachers, and resident students and interns, could become familiar with and master some technological tools that, despite already existing, were not explored and, therefore, there was no dimension of their usefulness and reach.

Such elements lead us to conclude that, effectively, the Pedagogical Residency experience, as well as the supervised internship, contribute to the construction of a professional identity and constitute an important tool for the training of teachers in Licentiate courses.

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