28 - STAGE AS KNOWLEDGE OF IMPELLER IN TEACHER TRAINING DISTANCE: NOTES AND REFLECTIONS

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doi:10.16887/87.a1.28

1 INTRODUCTION

The teacher training distance has expanded since the 1990s, with different practices and possibilities for action, which depends on the institution of higher education that offer as well as the purposes and principles for which it is intended.

The supervised training has the characteristic of being a space for learning and deepening of theoretical knowledge of the teacher-training course with a view to professionalization of teachers.

Thus, the goal is, therefore, discuss the teacher training, in the distance, while locus of reflection and construction of teacher identity, taking the stage as preparation space / reconstruction of knowledge.

2 TEACHER TRAINING

Teacher training can be understood like a process that enables learning to be a teacher at levels and specific contexts, in the professional field. Be a teacher is to be a professional of relationships: these relationships with the students, with the knowledge, with reality, with the educational politics, skills, professional knowledge.

According to Novoa (1992) the training of teachers has always given is limiting way by the State, which is not emancipatory, but limiting the teaching action. So, if there is no elements that favor a more autonomous training, minted in moments of reflection, teaching practice become repetitive and focused on technical rationality model, which exploits the teacher, but does not gives him the possibility to combine theory and practice, but fragmenting these two aspects.

Unlike a technical rationality model, teacher training can be understood as professional development space, a set of fundamentals and practices, which interact and talk to each other. These foundations are in the disciplines contents, in the constitution of the course curriculum, the teachers of the course of the relationship with specific knowledge and knowledge of different fields of science, among others. Apart from these, the students of the courses bring their experiences, their life stories, and every daily school where they work and, thus, the constitution of the teachers weaves on a range of knowledge and experiences.

To further elucidate the term training, Vaillant and Marcelo (2012, p. 29) state that,

Training, as a conceptual reality is not identified or is diluted into other notions such as education, teaching and training; and,

. The term "training" includes a personal dimension of global human development, which must be addressed against other highly technical concepts.

The concept "training" is linked to the ability as well as the will. In other words, it is the individual, the person ultimately responsible for the activation and development of formative processes. This does not mean that training is necessarily autonomous. It is through mutual training that subjects can find learning environments that favor the pursuit of personal and professional development goals.

Teacher training, then, covers a part and technical, instruments; but cannot rule out the personal dimension of the subjects involved, which have their life stories, and their work contexts activate knowledge that are in the learning process, so as to validate them and organize them cognitively.

To Nóvoa (1992) teacher training needs to stimulate a critical attitude - reflective in their students; having them as producers of knowledge, which gradually can assure them greater autonomy of thought.

All training process, especially when you think about a profession, generates questions, complex issues, contradictory situations ... which only will be elucidated from the experiences and experiences about the object of study and subsequent action. However, training cannot lose sight of a conceptual and theoretical basis regarding the prime task of the teacher, which is teaching.

Teaching involves diverse knowledge and the teacher's willingness to be in continuous training. To teach no ready recipes, but there are referrals, discussions, learning with peers, which enriches this action. This teacher's learning process can be find on dialogue, which, as taught Freire (1996), can be open to each other and to the understanding of reality.

The space of teaching, in the teacher training courses, concerns the supervised training. This involves moments of planning, knowledge organization, evaluation of the performance of the subjects in training for teacher educators, as well as self-assessment needs to be present. In this sense, the supervised training can be considered as a privileged space for the promotion of teachers do, which is articulated to the specific knowledge of a field of knowledge, and the technical and didactic procedures; and space for the relationship between theory and practice occur.

2.1 The stage space as a driver of teaching knowledge

The professionalization of teaching demonstrates increasing interest in the establishment of skills needed for teaching practice. Based on the most diverse work environments, contributes to the breakdown of knowledge, skills and professional attitudes that make the teaching profession a practice with unique specificity.

The pedagogical practice and professionalization has a direct relationship to teacher training, as well as maintained Freire (1995, p.58) "if we do educator, we formed as an educator, permanently, in practice and reflection on the practice".

Another relationship, now according to Tardif (2014), is to overcome the technical rationality model replaced by the practical rationality, which contributes to the construction of knowledge in teacher practice. These knowledge that are essentially heterogeneous and related, since all forms of knowledge are integrated to the practice teacher.

In this case, the teaching practice consists of a web of interactions, consisting of knowledge that can be worked from a theoretical and conceptual point of view, where this work assists in the construction of teacher identity, which should make use of these moments to create knowledge for you, as an instance of social legitimation of its function and how real space of your practice. However, the relationship that teachers have with knowledge is 'transmitters' of 'carriers' or 'objects' to know,

corroborating the idea that "the teacher has knowledge, rules, routines and embedded resources to your work, without it has explicit knowledge of this possession "(SILVA JUNIOR, 2014, p.876).

Thus, Tardif (2014) classifies teaching knowledge in professionals - acquired in the training of teachers; disciplinary - coming from different areas of knowledge; curriculum - are presented in the school curriculum, which teachers need apply; and experiential - acquired in the practice of the profession, forming a set of representations from which teachers interpret and guide their profession.

It can be said, then, that the teaching practice and teaching knowledge complement the socialization processes that request, through dynamic actions of teaching and in all its variances and respects, the exercise of mobilization of skills, which include knowledge, skills and attitudes, which are transformed and reorganized reflection of practice and experienced theory. Fitting the emphasis on experiential knowledge, called 'vital core of teaching knowledge' are practical becoming the know - how and know how to be; they constitute up by all the other knowledge and emphasizing the social dimension of these; and act in specific and exceptional circumstances of the routine, which cause the development of feeling in making the teacher from the resolutions of everyday problems in the relationship with his students and colleagues, in the diversity of experiences, divergent and convergent thinking (PEPPER 1999; SILVA JUNIOR, 2014; TARDIF, 2014).

As the first stage the socialization process space of this knowledge, which mainly arise from the experiential application of theoretical knowledge of functions related to future profession. It is also a space for mobilization and construction of knowledge, which requires the academic knowledge of the reality in which will act; planning to act in this context; and action and reflection on this action. Another view of the stage is Canary (2001) with respect to a course curriculum component, which facilitates meaningful learning for all subjects involved in this academic-professional practice: academics, professors, teachers and students; there since the existing, traffic between two physical spaces and time, university and school.

University and school then are the spaces where the relation between theory and practice is clear as essential to the stage of the process, because it is the times when students can make use of their beliefs / knowledge and may propose learning situations from studies, discussions, issues with the focus on teaching and learning, considering the educational context. Thus, the stage win status of the issue for the completion of higher education, is the theory seen in practice, contact the classroom, the confrontation between the idealized and reality of an unequal society.

Thus, the stages are important because objectively the effectiveness of learning as a pedagogical process of building knowledge, skills development and skills through active supervision of teachers, and the direct relationship between theory and everyday practice. For joining theory and practice is a big challenge that the student of a degree course has to deal. And if this problem is not resolved or at least softened during the academic life of the student, this difficulty is reflected in his work as a teacher. It is not just attending an undergraduate degree that one becomes professional. It is mainly engaging intensely as a builder of a practice that professional forms (SCALABRIN E MOLINARI, 2013, p.4).

It is considered one of the construction of teaching knowledge means is pedagogical practice, because it is characterized as a pure social activity, surrounded by the social realities of the future of the current academic playing field. This immersion brings a human differential for training, since the stage is constituted as a strategy, seeking to bring to light the knowledge theorized the experience. And provides reflective moments of doing and be teaching that contribute to the construction of the professional identity of future teachers. It is understandable, then, that the process of teaching and learning needs beyond the borders of the lectures for the training and preparation of students to bring a full exercise in the future profession.

2.2 The stage in teacher training distance

When considering the supervised training as an educational act, fraught with legal protections, specific requirements of their supervisory boards as well as refined pedagogical rigor, it is understood that it is a time full of learning for the student which take him to articulate the theory and practice in their daily activities, thus testing their skills acquired during their graduation.

According to the determinants of CNE / CP 28/2001 (2001, p.19), related to the supervised training is understood as curricular component the following, "[...] supervised internship teaching understood as a time of learning, through a period of stay, someone takes somewhere or craft to learn the practice of it and then be able to exercise a profession or trade".

When approaching on the supervised training, France (2012) it points out that this is a privileged reflection space is a space of mediation between theory and practice, giving priority to educational social reality of the present time.

However, sometimes the social reality found in the field is different from the social reality experienced by the trainee that can cause conflicts and infighting, hindering the process of acceptance and accommodation to supervised training, leading to the failure to recognize this moment as something important and remarkable in their academic life.

In this issue, Milanese (2012, p.214) en tends to increasingly early to enter If the academic in supervised training, doing it in an organized manner, in order to release it to create your own methodology work strategy emphasizing that, "we should also encourage trainees to overcome the botched copies and criticism meaningless school reality, to seek in action-reflection and interaction school-university the real possibilities of exchange [...]".

Thus, it is possible to understand that the supervised stage is the creative space where the student will have the opportunity to put their business ideas into action, testing them and checking their operations, thus being able to make a direct link between theory and practice.

Corroborating this thought, Almeida Júnior (2013) states that the stage should be considered as an educational space that is fruitful in question, not necessarily place all the answers, but that is space for learning, listening and emancipation of the subject.

It is in this space of emancipation and reflection that the professional future will more closely, put into practice the knowledge, skills and competencies acquired during their graduation, thus having the opportunity to test in their practice the theoretical knowledge relating them the practice of supervised manner, within the teaching-learning process.

In presenting his vision of the role of the student in supervised stage, Buriolla (2001, p.36) states, "[...] is the proper locus where the trainee student trains his professional role and should be characterized, therefore, an operational teaching-learning dimension, dynamic, creative [...] ". It is supervised this course of action the awareness of, professional action of the training site, reflection of the teaching-learning process one needs to understand its bound trajectory public policy, and what were the paths to the current situation possible.

With the enactment of the Law of Guidelines and Bases of National Education (LDBEN), Law 9394/1996, which was enacted on December 20, brings in its Art.1º the principles for education, as follows: "Education covers the processes training that develop in family life, in human society, at work, in educational and research institutions [...] ", and in the second paragraph of that paragraph, puts the need for linking education to the world of work, "§ 2 school education should be linked to the world of work and social practice." Also in establish in Art. 82 that "education systems establish the stage of fulfillment of standards in their

jurisdiction, subject to the federal law on the matter".

With regard to the EAD LDBEN in Art. 80, states that, "The Government will encourage the development and placement of education programs the distance, at all levels and types of education, and continuing education"

In the four sections that deal with ODL this legislation, it is not mentioned anything in particular on stage, but does not say that the same will enjoy special arrangements so following the same rigor of classroom teaching.

In 2008, Congress established the Law 11.788 / 2008, providing for the training of students, aiming to develop the student to the citizen life. The same it is divided into six chapters, namely: (i) the definition, classification and relationship stages (ii) the educational institution (iii) the granting of (iv) the trainee (v) supervision (vi) the general provisions.

In Art. 1 states that "Training is supervised school education act, developed in the workplace, aimed at preparation for productive work of students who are attending regular education in higher education institutions." In paragraph 1 determines that the stages in the Pedagogical Project of the Course, "The internship is part of the pedagogical project of the course [...], being mandatory or not stage".

It stresses the obligation of supervision by the Higher Education Institution or the stage of granting unit, in its Article 7., paragraph III, "indicate a tenured professor, the area to be developed on stage, responsible for monitoring and evaluation of the activities of the intern" and Art. 9, Section III," state official of its staff with training or experience in the field of knowledge developed in the course of the trainee, to guide and supervise [...] ".

Both supervisions of institutions and local stages are important in that act as mediators of the trainee learning by facilitating the process of interaction with the field, thus improving the relationship between theory and practice.

It is therefore, the institutions will make this mediation between field and academic so that the learning is complete and sufficient challenge to distance education mode which shall allow means for such supervision is carried out, since in the stage in both classroom methods and ODL they are governed by the same laws and the same academic functions.

3 FINAL CONSIDERATIONS

Teacher training is a privileged space for diverse knowledge, which are constructed, interact with the participation of the subjects involved, considering the same as a process, which does not finish in the undergraduate course, but extends throughout life the teacher.

The teaching practice developed in training courses as a means of socialization of knowledge and theory and practical relationship possibilities is something mandatory. Therefore, the teacher training in distance education courses follow the same regulatory rites.

In this way, the supervised in the distance may not be something minimized, only to comply with a formality, but something planned, accompanied appropriately by teachers and tutors, to be something significant for those experiencing it, so involving the confrontation of reality situations in educational institutions.

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STAGE AS KNOWLEDGE OF IMPELLER IN TEACHER TRAINING DISTANCE: NOTES AND REFLECTIONS

Abstract: We present in this work, teacher training, in the distance, while locus of reflection and construction of teacher identity, taking the stage as preparation space / reconstruction of knowledge. Teacher training can be understood as a process that enables learning to be a teacher at levels and specific contexts, in the professional field. The stage becomes a space in which the teaching knowledge classified into professional, disciplinary, curricular and experiential are mobilized and reworked. The stage in both modes, face and distance, are governed by the same laws and the same academic functions. The study has bibliographic character, with qualitative and deductive method. From this, it appears that the supervised in the distance may not be something minimized, only to comply with a formality, but something planned, accompanied appropriately by teachers and tutors, to be something meaningful for those who experience the institutional space as teachers, in many cases as a first experience.

Keywords: Teacher training. Supervised internship. Distance mode.

LE STAGE COMME PROPULSEUR DU SAVOIRS DANS LA FORMATION DE PROFESSEUR À DISTANCE : NOTES ET RÉFLEXIONS

Résumé : Nous présentons dans ce travail, la formation des enseignants, dans la modalité à distance, alors que lieu de réflexion et construction de l'identité des enseignants, en ayant le stage comme espace de préparation/reconstruction des savoirs. La formation des enseignants peut être comprise comme un processus qui permet l'apprentissage à être un enseignant des niveaux et des contextes spécifiques, dans le domaine professionnel. Le stage devient un espace dans lequel les savoirs de l'enseignant classés en professionnel, disciplinaire, des programmes et l'expérience sont mobilisés et réélaborés. Le stage dans les deux modalités, présentielle et à distance, sont régis par les mêmes lois et les mêmes fonctions académiques. L'étude a du caractère bibliographique, avec la méthode qualitative et déductive. Et ensuite, nous concluons que, le stage supervisée dans la modalité à distance ne peut pas être quelque chose de minimiser, seulement pour être formel, mais un projet, suit d´une forme appropriée par les enseignants et les tuteurs, par que ce soit quelque chose de significatif pour ceux qui vivent l'espace institutionnel en tant que professeurs, dans le nombreux cas comme la première expérience.

Mots-clés : Formation des enseignants. Formation supervisée. Modalité à distance.

LA PASANTÍA COMO IMPULSORA DE SABERES EN LA FORMACIÓN DOCENTE A DISTANCIA: NOTAS Y REFLEXIONES

Resumen: Se presenta, en este trabajo, la formación de profesores a distancia como locus de reflexión y de construcción de la identidad docente, tomando la pasantía como espacio de elaboración/ reconstrucción del conocimiento. La formación del profesorado puede ser entendida como un proceso que permite aprender a ser un maestro en los niveles y contextos específicos, en el ámbito profesional. La pasantía se convierte en un espacio en el que los saberes docentes clasificados como profesionales, disciplinarios, curriculares y de la experiencia se movilizan y se reelaboran. La pasantía, en ambas modalidades, presencial o a distancia, se rige por las mismas leyes y las mismas funciones académicas. El estudio tiene carácter bibliográfico, con el método cualitativo y deductivo. A partir de esta investigación, se infiere que la pasantía a distancia no puede minimizada, únicamente para cumplir con una formalidad, pero algo planeado, acompañado apropiadamente por los profesores y tutores, para ser significativo para los que experimentan el espacio institucional como profesores, en muchos casos, como una primera experiencia.

Palabras clave: formación del profesorado. Pasantía. Modalidad a distancia.

O ESTÁGIO COMO PROPULSOR DE SABERES NA FORMAÇÃO DOCENTE A DISTÂNCIA: APONTAMENTOS E REFLEXÕES

Resumo: Apresenta-se, neste trabalho, a formação de professores, na modalidade a distância, enquanto lócus de reflexão e construção da identidade docente, tendo o estágio como espaço de elaboração/reconstrução de saberes. A formação docente pode ser compreendida como um processo que possibilita a aprendizagem do ser professor, em níveis e contextos específicos, no âmbito profissional. O estágio torna-se um espaço no qual os saberes docentes classificados em profissionais, disciplinares, curriculares e experienciais são mobilizados e reelaborados. O estágio, em ambas as modalidades, presencial e a distância, são regidos pela mesma legislação e pelas mesmas funções acadêmicas. O estudo tem caráter bibliográfico, com método qualitativo e dedutivo. A partir deste, infere-se que, o estágio supervisionado na modalidade a distância não pode ser algo minimizado, somente para cumprimento de uma formalidade, mas algo planejado, acompanhado de maneira adequada por professores e tutores, para que seja significativo para os que vivenciam o espaço institucional como professores, em muitos casos como primeira experiência.

Palavras-chave: Formação docente. Estágio supervisionado. Modalidade a distância.