


**CONTRIBUTIONS OF THE LETTERS PROGRAM AT THE ARAGUAIA UNIVERSITY
CAMPUS/UFMT TO TEACHER EDUCATION DURING THE PANDEMIC AND POST-
PANDEMIC PERIOD: THINKING ABOUT SUPERVISED CURRICULAR INTERNSHIP IV** <https://doi.org/10.63330/aurumpub.046-002>**Maria Claudino da Silva¹ and Odorico Ferreira Cardoso Neto²****Abstract**

Through this article, we present the result of the experience of “daring” as Professors of Supervised Curricular Internship, against the backdrop of the COVID-19 pandemic, when UFMT out of necessity carried out the Supervised Curricular Internship IV in semester 2021-2 via remote teaching, at a time when all Basic Education schools also carried out remote teaching. From this, the discipline has been carried out, in each semester, with Teaching Projects that then generate an Extension Project that also started to be worked on in its face-to-face form. Our analyses, point to the conception of internship present in the thinking of the regent teachers and the evaluation of the students due to the aspects they consider positive in its accomplishment. The methodology used assumes the investigation into the perception of academics (as) of carrying out the internship in the classroom with the presence of an external public at the university (teachers, high school students preparing for the Enem, housewives interested in the themes related to language and literature for basic education). The perspectives pointed out here lead us to the understanding of the challenges faced in teacher training through the relationship established between the school and the university when carrying out the supervised internship.

Keywords: Supervised internship, Teacher training, Teaching practice, Pandemic, Post pandemic.

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INTRODUCTION

With the COVID-19 pandemic and the resulting suspension of in-person classes, the traditional educational model was exposed to a range of challenges, disrupting the entire cycle of learning within schools and generating a collective effort to confront the difficulties that intensified during the pandemic and in the post-pandemic period.

During the remote period, several questions emerged, among them: “Did this new form of learning actually produce good results?” Based on this, the present study sought to report the bold experience of the Professors of Supervised Curricular Internship, set against the context of the COVID-19 pandemic, when UFMT, out of necessity, offered Supervised Curricular Internship IV remotely in semester 2021-2, at a moment when all Basic Education schools were also operating remotely. Since then, the course has been conducted each semester through Teaching Projects that subsequently generate an Extension Project, which also came to be developed in its face-to-face format.

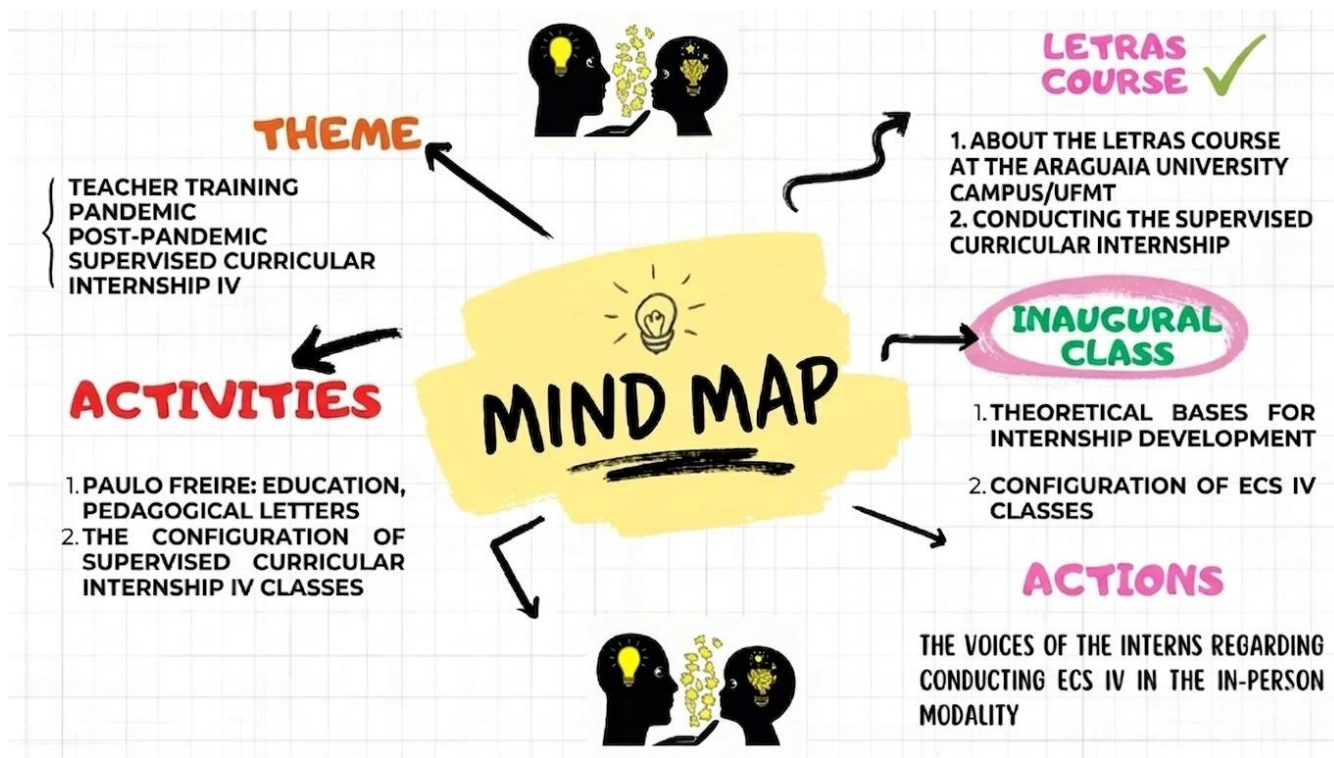
The studies carried out point to the conception of internship present in the thinking of cooperating teachers and to students’ evaluations in light of the aspects they consider positive in its implementation. The methodology adopted is based on investigating undergraduate students’ perceptions regarding the internship carried out in the classroom with the presence of an external audience at the university (teachers, high school students preparing for the ENEM, and homemakers interested in themes related to language and literature for basic education).

These perspectives point toward and lead to an understanding of the challenges faced in teacher education through the relationship established between school and university on the occasion of the supervised internship.

The article was developed in view of the following mental map of the reality that challenged the faculty members involved in the aftermath work during and after the pandemic.

Table 1

Mental Map of the Reality of Supervised Curricular Internship IV During the Pandemic and in the Post-Pandemic Period



Source: Organized by the professors of the Supervised Curricular Internship IV course.

ABOUT THE LETTERS PROGRAM AT THE ARAGUAIA UNIVERSITY CAMPUS/UFMT AND THE IMPLEMENTATION OF THE SUPERVISED CURRICULAR INTERNSHIP

The Letters Program at the Araguaia University Campus – Federal University of Mato Grosso (2023–2031) has as its primary objective “to prepare professionals qualified in the Portuguese Language and its respective Literatures for the practice of teaching, primarily, at the different stages of basic education” (PPC LETRAS/CUA/UFMT, 2023, p. 16).

In order to achieve this general objective, the Letters Program is structured around the following groups of training:

1st Group of Didactic-Pedagogical Training – aimed at deepening and diversifying studies in the areas of professional practice, scientific, educational, and pedagogical knowledge. The

contents that make up this core are part of 12 pedagogical disciplines in multiple aspects (educational, psychological, anthropological, philosophical, social, historical, cultural, political, and ideological) and provide for a minimum workload of 800 hours, with the purpose of establishing a consistent basis of didactic-pedagogical, professionalizing, and interdisciplinary knowledge, in addition to the LIBRAS course;

2nd Group of General Training for the Letters Professional – composed of disciplines of a scientific-cultural nature corresponding to the contents specific to the field of Letters;

3rd Group of Pedagogical Practices – refers to the Pedagogical Practices distributed among the Supervised Curricular Internships, totaling 400 hours, and the Practice Activities as Curricular Components, with a workload of 400 hours distributed throughout the curricular sequence (PPC LETRAS/CUA/UFMT, 2023, pp. 19–20).

In this text, our attention is focused on the Group of Pedagogical Practices, directing our gaze especially toward the course Supervised Curricular Internship IV, given that since the year 2021, in semester 02, we have been teaching this course jointly.

According to the Regulation of the Supervised Curricular Internship (PPC LETRAS/CUA/UFMT, 2023, pp. 145–171), “the Supervised Curricular Internship is the moment that makes possible the integration between the academic space and the spaces of Basic Education, favoring the development of didactic-pedagogical strategies.”

The organization of the ECS IV course is as follows:

Supervised Curricular Internship IV – Portuguese Language and Its Respective Literatures (112 hours): the student-intern will be assigned to the school field site in order to carry out the teaching internship. The teaching internship presupposes the planning and execution of classes in classrooms of Elementary Education, from the 6th to the 9th year, and Secondary Education (PPC LETRAS/CUA/UFMT, 2023, p. 149).

Our experience of “daring” as Professors of Supervised Curricular Internship was, in a certain sense, “forged” from the context of the COVID-19 pandemic, when UFMT adopted remote teaching from

the year 2021 onward, more specifically for the implementation of semester 2021-2. Considering the pandemic moment and the need for remote teaching, we reflected extensively on “how to make Supervised Curricular Internship IV happen, since its syllabus indicates ‘the teaching of Portuguese Language classes for Elementary Education, from the 6th to the 9th year, and Portuguese Language and Literature for Secondary Education,’ at a time when all Basic Education schools were also operating remotely.” Since then, the course has been conducted each semester through Teaching Projects that subsequently generate an Extension Project.

It is important to clarify that the Teaching Project is designed so that the development of the course and the Extension Project deriving from the Teaching Project are organized in such a way that the public from outside the UFMT community can participate as attendees and receive certification.

THE PANDEMIC AND SUPERVISED CURRICULAR INTERNSHIP IV IN SEMESTER 2020/2

The experience with the course Supervised Curricular Internship IV – Portuguese Language and Its Respective Literatures in the Undergraduate Program in Letters – Portuguese Language and Portuguese Literature has taken place as follows:

- Year 2020 – semester 02 – remote teaching
- Year 2021 – semester 02 – in-person teaching
- Year 2022 – semester 02 – in-person teaching

This experience was highly impactful due to the need to work with different methodologies over 01 (one) semester of remote teaching and 02 (two) semesters of in-person teaching. Undergraduate Student A³ 1 recalls the period of ECS IV taught remotely as follows

³ The interns are listed in this text using letters of the alphabet.

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When the course began, in-person classes were suspended in state schools because a considerable number of people had not yet been fully immunized, including the Letters students. Therefore, it was not possible to develop classroom teaching practice within schools. In this way, it was suggested that the course would be carried out within the framework of an extension and teaching course, offered to the general public, addressing a wide range of topics within the Portuguese Language (Intern A).

The context of the COVID-19 pandemic required classes to be remote, which meant that the course Supervised Curricular Internship IV, offered in the 8th semester of the Letters Program, became an immersion of the intern outside the classroom in the strict sense.

The internship should have taken place in a classroom of a public school in order to carry out the classroom teaching internship in Portuguese Language classes (in Elementary and Secondary Education) and in Literature (in Secondary Education). Thus, after having completed, in the ECS I, II, and III courses, the immersion in the host school in the form of observation of the school as a whole and the semi-teaching internship, accompanied by a school teacher and supervised by a UFMT professor, in this course the student would carry out their teaching participation in real classrooms.

Supervised Curricular Internship IV 2020/2 was developed between June and October 2021, in the context of the COVID-19 pandemic, social isolation, and remote teaching.

Because of the pandemic situation caused by COVID-19 and social distancing, the course, in compliance with the determinations of health organizations and the internal regulations of the Federal University of Mato Grosso at the time, especially CONSEPE Resolution No. 60 of September 28, 2020, CONSEPE Resolution No. 84 of December 11, 2020, and CONSEPE Resolution No. 87 of December 17, 2020, had its activities carried out in digital space through digital information and communication technologies (DICT).

Under typical circumstances, during this course, undergraduate students would enter classrooms in public schools and conduct their teaching practice in Portuguese Language or Literature classes for elementary or secondary students.

However, considering that even public schools, at that time, were conducting their activities remotely, it became bureaucratically unfeasible to carry out the students' practical activities.

Because of this situation and the urgency of graduation progress, the practical component of the course developed the Project **“Aspects of Language – Review, Updating, and Reflections on the Portuguese Language and Literatures in the Portuguese Language at the Elementary and Secondary Education Levels.”** The project was approved by the Collegiate Body of the Letters Program at UFMT/CUA in May of that same year. As previously stated, this Teaching Project generated an Extension Project, considering the participation of the external community as course attendees.

The proposed project, in view of the peculiarities of the pandemic situation, was developed on the basis of Resolution No. 87/12/2020, which established the regulation of the flexibilization of curricular components on an exceptional and temporary basis and the development of teaching-learning strategies through information and communication technologies and other instruments as a substitute for and/or complement to face-to-face strategies.

Considering the focus on activities related to Language and Literature—the degree areas of the Letters Program at CUA/UFMT—the theoretical framework for the work developed in the course was conceived as presented below.

The Letters Program/CUA/UFMT, in its Pedagogical-Political Project (2019–2028, p. 07), indicates that “the Pedagogical Project of the Letters Program is grounded in a conception of language that links manifestations of language to multiple and heterogeneous social practices and to the knowledge fundamental to human integration in society.” From this consideration, which elects language as the guiding axis of its organization in the PPC, it is important to understand and make clear, in the context of the activities of ECS IV, the conception upon which the developed activities were based.

Based on studies by Luiz Carlos Travaglia (1996), the conception of Language that guided the development of the project was “Language as a form or process of interaction” (Travaglia, 1996, p. 23).

In conceptualizing Language under this conception, the author states that:

In this conception, what the individual does when using language is not merely to translate and externalize a thought, or to transmit information to another person, but rather to perform actions, to act, to operate upon the interlocutor (listener/reader). Language is, therefore, a place of human interaction, of communicative interaction through the production of meaning effects between interlocutors, in a given communicative situation and in a socio-historical and ideological context. Users of language, or interlocutors, interact as subjects who occupy social positions and “speak” and “listen” from those positions according to imaginary formations (images) that society has established for such social positions (Travaglia, 1996, p. 23).

The National Common Curricular Base (BNCC, 2017, p. 61) states that human activities are carried out in social practices through different languages: a) verbal – oral or visual-motor, such as Libras, and written; b) bodily; c) visual; d) sound; and e) digital. By means of these practices, people interact with themselves and with others, constituting themselves as social subjects. In this way, within the framework of the BNCC (2017), Language studies, encompassing Portuguese Language and its Literatures, should: “[...] understand language as a form of interindividual action oriented toward a specific purpose, a process of interlocution that takes place in the social practices existing in a society, at the different moments of its history (PCN, 1998, p. 20).”

The BNCC (2017) proposes the text as the central focus of studies in its proposal, as the unit of work, always relating it to its contexts of production and reflecting on the development of certain skills and on the meaningful use of language. This is always done through reading, listening, and text production activities in varied moments and situations of use.

In this same perspective of the BNCC (2017), the component Portuguese Language and its Literatures should provide students with experiences that contribute to the expansion of literacies, enabling meaningful, critical, and conscious participation in the most diverse social practices permeated by orality, writing, and other forms of language.

Thus considered, the Teaching Project based its theoretical and practical framework on the axes of integration selected by the BNCC (2017) for studies in Portuguese Language and its Literatures: reading, text production, orality, and linguistic/semiotic analysis. Having presented the theoretical bases of the project, the following contents were publicized:

Table 1

List of topics presented by the pairs, with their respective presentation dates

Language Functions	07/15/2021
What Is a Text	07/22/2021
Textual Genres	07/29/2021
Text Typologies	08/05/2021
Poetry in Brazilian Music	08/12/2021
The Comic Strip as a Textual Genre	08/19/2021
Presentation and discussion of a work of regionalist literature	08/26/2021
Presentation and discussion of a work of children's and young adult literature	09/09/2021
Presentation and discussion of a Parnassian poem	09/30/2021
Presentation and discussion of a short story	10/07/21

Source: Individual notes from the professors of the course.

The objective was directed toward carrying out reflections, discussions, and thematic and interpretive analyses of aspects of verbal, non-verbal, and multimodal language, in the context of studies in the Portuguese Language and its Literatures. The specific objectives were the same as those set out in the teaching plan, namely: ECS IV students should: 1- Discuss with the ECS IV Professors the content proposal for the development of the Teaching Project in the course; 2- Prepare, under the guidance of the Internship Professors, Lesson Plans for the development of the contents defined for the groups within the Teaching Project of the course; 3- Develop, within the Teaching Project of the course, the content assigned to their group, in synchronous classes, for the participants of the project; 4- Carry out a self-assessment process regarding their participation in the development of the ECS IV Teaching Project.

The methodology of the project, considering the context of the COVID-19 pandemic, which at that moment required social distancing, was developed remotely, with synchronous meetings on Thursdays from 7:00 p.m. to 10:30 p.m., totaling 3.5 hours. In addition, an asynchronous weekly activity of readings and studies was conducted, accounting for another 3.5 hours, totaling 7 hours per week.

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Communication took place via e-mail, WhatsApp groups, and meetings through the Google Meet application. The written activities developed by the participants were sent by e-mail, corrected and commented on by the execution team, and returned to each participant.

The evaluation process took place taking into account that it should be formative, continuous, and ongoing, and occurred as follows: a) in the weekly study meetings, informal evaluations were carried out regarding what had been productive and what had not, in order to seek improvements for subsequent meetings; b) formal evaluations were also carried out, aiming at the proper education of the project participants; c) at the end of the project, participants carried out evaluative discussions on the activities developed, involving the axes of reading, text production, orality, and linguistic/semiotic analysis.

The aforementioned project retained as supervising professors the same professors who were already supervising the course, assisted by the undergraduate student Valéria Oliveira Vasconcelos, enrolled in the course and a volunteer scholarship holder in the extension project.

The target audience consisted of teachers and staff from public and private schools and members of the community whose interest was aroused by the respective field of knowledge. The meetings took place at 7:00 p.m. on Thursdays, with an expected end time of 10:00 p.m., in institutional Google Meet rooms; the classes were recorded; and all these activities were carried out between June 14 and October 15, 2021.

OPENING CLASS AND THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT OF THE INTERNSHIP

The opening class took place on 07/08/2021 and was taught by the supervising professors. Professor Maria Claudino's class was entitled "In the Beginning Was the 'Word': Language and Its Importance in People's Lives."

The theoretical framework of this class was developed from studies by authors such as Marilena Chauí (2002), Travaglia (1996), and others, which enabled reflections on the importance of

Language, understood as “a form or process of interaction.” In this conception, according to Travaglia (1996, p. 23), what the individual does when using language is not

[...] merely to translate and externalize a thought, or to transmit information to another person, but rather to perform actions, to act, to operate upon the interlocutor (listener/reader). Language is, therefore, a place of human interaction, of communicative interaction through the production of meaning effects between interlocutors, in a given communicative situation and in a socio-historical and ideological context.

Based on the studies of Marilena Chauí (2002, p. 72), we understood in that class that, according to Plato, in his Dialogue Phaedrus, Language is a pharmakon. This Greek word, which in Portuguese is translated as potion, has three main meanings: remedy, poison, and cosmetic. In other words, Plato considered that language can be:

- 1- Medicine: because, through dialogue and communication, it is possible to discover ignorance and learn from other people;
- 2- Poison: when, through the seduction of words, people are led to accept, fascinated, what they see or read, without asking whether such words are true or false;
- 3- Cosmetic: when it disguises or conceals the truth.

From these assumptions, the discussions were directed toward understanding that Language is the basis of human essence and, therefore, can be knowledge-communication, but it can also be enchantment-seduction, depending on how it is used.

Professor Odorico (Kiko) continued the class by presenting “Language for Paulo Freire.” He began by displaying the master’s biography, his works, and his importance for education in Brazil and worldwide. The patron of Brazilian education is globally recognized and studied by the leading research and educational institutions in the world. Paulo Freire knew the importance of Language in teaching practice and that it contributed to motivating and involving students in practices of reading the world. However, he also knew that much still needed to be questioned and debated in order to make the

Portuguese Language and its exercise of language more inclusive.

THE ACTIVITIES CARRIED OUT

The undergraduate students were initially introduced to the Project “Aspects of Language – Review, Updating, and Reflections on the Portuguese Language and Literatures in the Portuguese Language at the Elementary and Secondary Education Levels” and to the role they would perform through their practices in the internship course. They were informed of the quality requirements they were expected to meet at each session in order to achieve a standard of excellence in the activities.

Considering the centenary of the birth of educator Paulo Freire (09/19/1921), patron of Brazilian education, who, among many contributions to Pedagogy, left us the legacy of critical education, that is, an education whose objective is not to form an individual for a competitive labor market, but rather an individual who questions the world of work into which he or she was born, with the potential to change reality through peaceful, democratic, lawful means. Initially, the students were required to produce the textual genre of the pedagogical letter. Subsequently, due to the workload accumulated during the semester, this requirement was withdrawn.

However, Paulo Freire remained linked to the discourse of the presentations, especially because the perspective of the Bolsonaro government, in several public statements, campaign speeches, and official communications, declared its intention to expel this author from the position of patron of Brazilian education (Moncau, 2021).

In the week of the presentation, the content was sent in advance to the professors of the course so that they could evaluate the prepared material, making corrections, recommendations, suggestions, and indicating adjustments. At another moment after the presentation, the pair received the evaluation report.

“PAULO FREIRE: EDUCATION, PEDAGOGICAL LETTERS, AND SUPERVISED CURRICULAR INTERNSHIP IV”

The dossier **“PAULO FREIRE: EDUCATION, PEDAGOGICAL LETTERS, AND SUPERVISED INTERNSHIP IV”** emerged from the development of an idea adapted to the course **SUPERVISED CURRICULAR INTERNSHIP IV - Portuguese Language and Its Respective Literatures**, taught in the Undergraduate Program in Letters: Portuguese Language and Portuguese Literature at the Araguaia University Campus, in the 2020/1 period.

The idea developed throughout the course was directly linked to the pandemic, since the classes were held in person, but it was not possible to go to schools so that undergraduate students could carry out their activities. Thus, the coordinators proposed the implementation of an extension project entitled **“ASPECTS OF LANGUAGE – REVIEW, UPDATING, AND REFLECTIONS ON THE PORTUGUESE LANGUAGE AND LITERATURES IN THE PORTUGUESE LANGUAGE AT THE ELEMENTARY AND SECONDARY EDUCATION LEVELS.”**

Alongside the development of the course and the project, in order to commemorate the centenary of Paulo Freire, the drafting of pedagogical letters was proposed based on the experience of carrying out teaching practice in a pandemic context, addressing the interweaving of the act of being a teacher and taking into account the theorization that supports the practice of language use, text, interfaces with literature, and textual genre(s). A calendar was established for letters that could be written both by undergraduate students and by course participants.

Writing the letters was not mandatory for either the undergraduate students or the participants. The proposal indicated that the organization of the dossier would publish the letters in *Revista Panorâmica* of the Araguaia⁴ Campus. The organizers of the publication were Professor Maria Claudino, Professor Odorico Cardoso, and the volunteer scholarship student Valéria Vasconcelos.

⁴ The Pedagogical Letters were published in **Revista Panorâmica**, vol. 3 (2021): Special Issue—100 Years of Paulo Freire: Healing and Hope in the Araguaia

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Those challenged to draft the letters were given deadlines to write them, send them to the coordinators, and receive proper guidance. There were at least two rounds of feedback on the eight (08) letters received and published, since they were deemed to have the academic merit necessary to be included among the publications of Revista Panorâmica.

Professor Fernanda dos Santos Paulo (2022), PhD in Education from the University of Vale do Rio dos Sinos/Unisinos and specialist in Paulo Freire, honored us with the preface to our dossier, in which she states:

It is important to emphasize that, throughout the Pedagogical Letters, the concern of the female and male authors is to present an epistemology of praxis, whose dimension of the socialization of experiences calls us to produce knowledge for humanization. Education that liberates and humanizes starts from concrete, creative, critical, engaged, transformative actions, for this is how we nourish our praxis on a daily basis. Writing Pedagogical Letters is a process of liberation in relation to historical forms of knowledge production. It is a possibility of Liberation in the face of the oppression imposed by the colonial, banking, and instrumental university and school.

The authors of the pedagogical letters, among undergraduate students and participants, were as follows: Laide Lizzi, Lidiane Bastos Silva, Maria Claudino da Silva, Odorico Ferreira Cardoso Neto, Aquiles Vidal Costa (pseudonym), Liliane Alves Madureira Ribeiro and Wellen Saldanha, Rayssa Alves de Oliveira and Valéria Oliveira Vasconcelos, and finally, Weides Conceição de Oliveira Lima.

Lastly, as coordinators of the project **“ASPECTS OF LANGUAGE – REVIEW, UPDATING, AND REFLECTIONS ON THE PORTUGUESE LANGUAGE AND LITERATURES IN THE PORTUGUESE LANGUAGE AT THE ELEMENTARY AND SECONDARY EDUCATION LEVELS,”** and as professors of the course **“SUPERVISED CURRICULAR INTERNSHIP IV,”** they thanked the commitment of the undergraduate students, the course participants, and the volunteer scholarship student **VALÉRIA OLIVEIRA VASCONCELOS** (also project coordinator), our **associate editor** of Revista Panorâmica, Dr. Egeslaine de Nez, Federal University of Rio Grande do Sul (UFRGS), School of Education (FACED), for all the support that enabled us to publish the pedagogical letters, for the dedication of each and every person involved, for having worked with nearly 60 people over four

months, for demonstrating all our resilience, for having produced pages so poetic, so full of realities, so dense and tense with dreams dreamt together in which the dream imitates reality and not the other way around.

Academic victory is the victory of reason over ignorance; of science over denialism; of life over death; of hope over frustration; of empathy over apathy. Education moves us, enables us to transcend, to radiate good news, to hold before us the horizon of peace over the dreadful darkness of war; therefore, resistance is necessary. We wish to spell out that another world is possible because the dream never dies.

UNDERGRADUATE STUDENTS' TESTIMONIES ABOUT THE IMPLEMENTATION OF THE SUPERVISED CURRICULAR INTERNSHIP

For Intern B (2020):

[...] supervised internship IV contributed to my teacher education by making me reflect on theory and practice, together with the daily challenges faced in the school environment. It also helped me understand more fully what it means to Be a Teacher, the responsibilities involved, and, above all, the importance and contribution of the teacher to society. Thus, the internship enabled me to think about an education that goes beyond the “banking” model, as Freire (1996) calls it, one that is not based on the deposit of knowledge, but that contextualizes it in such a way that it relates to the students’ interests and reality. According to Luckesi (1994, p. 38), education has the responsibility of adapting the individual to society, ensuring the integration of all into the social body. (sic)

Undergraduate Student C (2020) emphasized the importance of the extension project:

[...] the suggestion that we take part in the Project “Aspects of Language – Review, Updating, and Reflections on the Portuguese Language and Literatures in the Portuguese Language at the Elementary and Secondary Education Levels,” while we were developing curricular components, was the best solution to avoid delays in our graduation, and having people interested in what we had to say and willing to discuss the proposed topics was a comfort in difficult times.

Intern D (2020) analyzes that

[...] future teachers see in the internship during the teaching phase the possibility of producing their professional identity, since the internship is a tool that supports their education and gives them security to practice the profession properly, allowing, through experience, the future teacher to understand and learn more and better. (sic)

Intern E (2020) infers that:

The practice of doing an internship is of fundamental importance for understanding the reality of teaching practice and, above all, the difficulties that teachers may encounter when teaching classes, considering that students have different social, cultural, and economic realities. What is the challenge? To be able to prepare classes that take these differences into account. In this sense, the situations experienced during this new version of the internship in the face of the pandemic served as a new form of professional preparation, especially with regard to technological methodologies. As future teachers, we were forced to learn how to deal with this, but I consider it a positive aspect brought by the pandemic: undergraduate students had the opportunity to work with technological tools of their own choosing in order to produce a class suited to the reality in which we live.

From the statements of the interns in the ECS IV course, it can be observed that carrying out the course in the context of the COVID-19 pandemic imposed certain challenges and learning experiences, such as understanding aspects of teacher constitution in a pandemic situation, in which social distancing was imposed, while at the same time there was the need to carry out a practical component of the Letters Program in which it was necessary not only to draw upon technical-scientific, pedagogical, and practical knowledge, but also to know how to deal with the technologies required for remote teaching.

In the next part of this article, we will discuss how this same format of Supervised Curricular Internship IV was carried out in person.

FROM REMOTE CLASSES TO THE RETURN TO IN-PERSON INSTRUCTION – THE CONFIGURATION OF SUPERVISED CURRICULAR INTERNSHIP IV CLASSES

After the end of the period of remote classes at UFMT, the ECS IV course was then carried out in person in 02 (two) academic semesters: 2021-2 and 2022-2. As professors of the same course, we

maintained the format of developing a Teaching Project, which also becomes an Extension Project, aimed at serving participants from the community.

The Teaching and Extension Projects were entitled as follows:

- In 2021-2 – Language, Reading, and Literacy: discussions, updates, and reflections;
- In 2022-2 – Studies in Portuguese Language and Literature at the Elementary and Secondary Education Levels.

It is important to record that the projects, both teaching and extension, are theoretically and practically grounded in the studies of Luiz Carlos Travaglia (1996), under the conception that assumes “Language as a form or process of interaction” (Travaglia, 1996, p. 23). Thus, all discussions, guidance, and reflections that direct the practice of teaching lessons are oriented toward the need to promote Language as the basis of human essence and of interaction among interlocutory subjects. This is especially important so that the student teachers, when teaching their content, are clear and do not forget that in the process of didactic transposition they should stimulate and value the participation and contributions of course participants in all classes, moving away from the methodological context of merely expository moments, in which only the teacher assumes and has the right to the floor.

With regard to the number of enrollees, in the face-to-face modality the two projects together totaled 105 (one hundred and five) enrollments. However, in relation to effective attendance, a decrease in presence was noted, which we understand in light of the following issues:

- 1 - At the beginning of the pandemic moment, many people were resistant and felt unable to participate in remote classes due to factors such as lack of skill in dealing with technologies and financial difficulties in obtaining technological equipment such as computers and internet access;
- 2 - Over time, people gradually organized themselves, understood how communication technologies functioned, and little by little became able to participate in courses with remote

classes, which led them to understand that, in their own homes, without having to travel elsewhere, they could study and participate in continuing education moments;

- 3 - With the transition from the pandemic context to the post-pandemic period, the situation was reversed, and at this point people showed a certain resistance to returning to participate in face-to-face courses.

With the implementation of the projects in the face-to-face modality, we realized that many people enrolled, attended some meetings, and then justified their absences for various reasons, among them the difficulty of traveling weekly to the Araguaia University Campus.

The contents worked on in the ECS IV projects were designed in order to:

- a) carry out reviews, updates, discussions, and reflections on the various themes from a perspective of practicing Language as a form of human interaction;
- b) assist students preparing for the ENEM;
- c) promote moments of interaction between the university community of the Letters Program and the community external to UFMT.

Thus, the contents worked on were as follows:

- Language Functions
- What Is a Text
- Textual Genres
- Text Typologies
- Poetry in Brazilian Music
- The Comic Strip as a Textual Genre
- Presentation and discussion of a Work of Regionalist Literature
- Presentation and discussion of a Work of Brazilian Literature
- Presentation and discussion of a Work of Children's and Young Adult Literature
- Symbolism in Brazilian Literature

- Presentation and discussion of a Short Story

These contents were presented to the ECS IV interns in a broader, more general way, as can be seen, so that they could think about delimiting each theme and prepare a Lesson Plan to be taught in one clock-hour. Once again, as in the remote modality, they were instructed to understand deeply the theme assigned to each pair, to use teaching strategies that would move away from merely expository classes toward dialogic classes, valuing intern/participant interaction and the use of active methodologies.

THE VOICES OF THE INTERNS ABOUT THE IMPLEMENTATION OF ECS IV IN THE FACE-TO-FACE MODALITY

The students of the Supervised Curricular Internship IV course over the last 03 years took with us the Supervised Curricular Internship III course, which is preparation for the teaching phase. Thus, in semi-teaching practice they plan the contents, prepare Lesson Plans, teach classes to their classmates, and receive feedback with comments, corrections, recommendations, and suggestions for future classes.

We consider it important to present some of their statements regarding the teaching phase in the face-to-face modality, which takes place in ECS IV, seeking to develop some reflections on this stage of the internship.

Intern F (2021) states that:

In fact, theory is not the only tool that will form a good professional. There is even a popular belief that, in order to be a teacher, one must know all the content of a given science. However, it is not enough to know only theory, or a large part of the contents; training must also occur through reading, carrying out projects, exchanging experiences, investigating one's own practice, and reflecting on past and present experiences as a student in contact with other people. (sic)

Her statement shows a clear understanding of the importance of theory in teacher education, but at the same time an awareness of the need for practice and for the exchange of experiences with other people. The implementation of the teaching phase through an Extension Project directed toward the community is an excellent opportunity for this learning to be consolidated.

Regarding the Extension Project, let us consider the statements of some interns:

During our internship classes, we had the pleasure of teaching an extension course for the community. This course was of great importance in our teaching-learning moment because, when we taught something, we learned much more. Through this form of internship, we were able to bring the community into our reality as undergraduates and were able to place ourselves within the reality of each course participant. (sic) (Intern H, 2021)

All the pairs and trios, from my point of view, were very dynamic and their classes were very engaging, capturing the attention of both course participants and undergraduate students and thereby involving them in each proposed class. The new methodology used, namely the Extension Project for the Teaching Internship, I affirm, was a great learning experience and a great responsibility.

The use of methodologies different from traditionalism made the classes more participatory, which led students to understand clearly the contents taught by each pair and trio of teaching interns, building a challenging, diverse, and engaging work.

Teaching Internship IV was of great value so that we, teachers in formation, could develop skills known only in the theoretical field, contributing to our professional growth by allowing us to become acquainted with the reality of our future field of activity. (sic) (Intern I, 2021)

In Supervised Curricular Internship IV (ECS IV), taken in the eighth semester, we continued the theme that had already been worked on virtually, but now in person and with the addition of an external audience, for whom the course functioned as an extension course. [...] On the other hand, teaching an in-person class in ECS IV for my classmates and an external audience initially made me somewhat afraid, but on the day of the class I realized that I was very comfortable and was able to teach the content confidently. Looking at people while speaking and getting feedback from them through their looks, expressions, questions, and so on, gave me more confidence and helped me assess whether I could move forward, stop, move on to the next topic, or ask a question. At the end of the class, I said to myself and to my classmate that that day's face-to-face class, with the internal and external audience of ECS IV, was the one in which I felt most comfortable. It was a motivating experience that broke through many insecurities I had about teaching people I did or did not know. (Intern J, 2021)

The course Supervised Curricular Internship IV was highly relevant for improving our knowledge, since we are having contact with the practical part of the Internship. In my case, unfortunately, during the four years of the course I did not have the opportunity to enter a real classroom (elementary and secondary education) in order to observe and understand the reality of students. The teaching practice carried out for the Extension Project course allowed me to gain a small perception of expectation versus reality, that is, of what awaits me as a future educator. I was able to observe and understand a little of how classes do not follow a single standard, and that changes may occur at any moment, and the teacher needs to have flexibility in order to guide students appropriately. (Intern K, 2021)

Based on these statements, we observe some reflections made by the interns:

1. one of the ways in which a teacher “learns” and “grasps” teaching is by teaching classes;
2. it was important to have the participation of community members in the ECS IV classroom, in an Extension Course;
3. the interns strove to conduct creative, dynamic, attractive classes using active methodologies;
4. the teaching phase carried out in ECS IV enabled interns to understand the unity that must necessarily exist between theory and practice and that, many times, occurs in a way in which theory comes first and only afterward does practice come;
5. the fact of having to teach face-to-face classes in ECS IV for an audience external to UFMT and even for classmates, after a long period of remote classes, was both challenging and motivating;
6. the participation of the course participants during the classes enabled greater self-confidence, contributing to the process of constituting the teaching profession;
- 7- initial teacher education improves teacher constitution through the ECS IV course, since it is a “practical part” of the education of future teachers;
- 8- the student interns are clear that their “expectations” do not always coincide with “reality” when teaching real classes, because these classes do not “follow a single standard.” Changes can and will occur at any moment, and for that reason the teacher must be prepared.

Most of the statements presented here recall a “very old” issue that has already been extensively discussed, namely the theory/practice dichotomy, which still occurs in many higher education courses.

Regarding this, Donaldo Schön states:

The professional schools of the modern, research-based university are founded on technical rationality. [...] Thus, the normative professional curriculum presents first the relevant basic science, then the relevant applied science, and finally a practical teaching space in which students are expected to learn to apply research-based knowledge to the problems of daily practice (Schön, 2000, p. 19).

It is clear that the interns, when carrying out the teaching phase, “conclude” that there is an overvaluation of technical and theoretical knowledge to the detriment of practical knowledge. By carrying out the teaching phase within an Extension Project, they are able to understand important issues concerning their initial teacher education. This resembles what is thought within the paradigm of the Reflective Teacher (Schön), as opposed to the paradigm of Technical Rationality (Schön), already presented above.

According to Souza, Cunha, Müller, and Reinholtz (2018, p. 30):

The paradigm of the reflective teacher has its origins in the first half of the twentieth century, based on John Dewey and his ideas concerning reflective thought allied with the educational process. In his many studies, Dewey defended the importance of reflective thought and the role of reflection. According to this author, we reflect on a set of things in the sense of thinking about them, but analytical thought is only possible when there is a real problem to be solved. Thus, the capacity for reflection emerges when there is a problem to solve, when there is an obstacle to overcome. The existence of critical or reflective thinking only occurs in the face of reality as it imposes itself, insofar as the goal is to form a “reflective professional.”

Still according to these authors, from the 1980s onward, Schön, based on Dewey’s thought, deepened studies on the Reflective Teacher, one who is prompted to think about their own practice, questioning it, rethinking it, and reflecting upon it in order to go beyond it.

In the interns’ statements below, we can observe moments in which they “configure” themselves as Reflective Teachers, based on what they think about their supervised internship practice:

At the end of each teaching practice, we were evaluated by the professors of the course. Every observation they made about the act of teaching allowed us to identify which aspects we needed to pay closer attention to and to make some adjustments when teaching a class. It is worth emphasizing that the feedback given by Professors Maria Claudino and Odorico was timely for our teaching and learning process in the academic education of the Letters Program (Intern I, 2021).

Class 1, taught with my classmate E, took place right after the period of separation imposed by sanitary safety protocols due to the SARS-CoV2 pandemic. She and I had already taught classes together, but all of them had been online. Classes in that format made me very uncomfortable. I did not have the resource of body expression, of exchanging glances with my classmate and, because of that, I never knew when I could, or could not, make any kind of intervention. The face-

to-face class brought me back a very different experience, much better, because I felt comfortable. The interaction with my classmate flowed in a confident way. We worked on the “functions of language.” Concepts and examples were articulated in such a way that they dialogued with the reality of the group. We began and concluded the class with a chronicle by Fernando Sabino. At the end, the students were encouraged to identify occurrences of textual markers indicating the use of this or that function of language in the text. Regarding interaction with the external community, I highlight the importance of having to think of ways to contextualize for adults, some of whom were even teachers. During Internships II and III, the classes were, in a certain sense, fictitious. We taught classes to our classmates and professors; there was a kind of “comfort zone” sphere (Intern L, 2021).

Thus, we realize that being an educator goes far beyond teaching content in a technical manner. Before anything else, it is necessary to establish a teaching-learning method capable of sowing in students the desire for knowledge, and, above all, it is necessary for them to learn and master the contents, now possessing, after two years in front of computer screens, one more important element to help them: the use of technology. It is also necessary to instigate them to pay attention in class and to contribute to effective participation. In addition, the educator effectively cooperates so that students become critical citizens capable of knowing and exercising their rights. The educator also cooperates significantly in the construction of fulfilled future professionals, so that they may exercise their functions with passion. It is worth emphasizing that being a teacher is something subjective; each teacher has their singularity. Thus, in a certain sense, it is in the classroom that their attitudes will be reflected according to their life experiences, and it is incumbent upon the teacher always to be in search of knowledge and constant evolution as a professional. Therefore, the pedagogical practice presented in this course was very fruitful, and experiences were acquired for this new phase that awaits us at the end of the course. Sic. (Intern K, 2021).

The voices presented here portray situations in which one observes an important process of reflection on one’s own practice, whether based on the comments of the professors of the course after each class taught, or through the interns’ own perspectives during the implementation of the class, or afterward, once the internship period had passed, when they were called upon to produce their experience reports on ECS IV.

FINAL CONSIDERATIONS

In the year 2023, beginning in the month of November, we were once again together with the interns of the Supervised Curricular Internship IV course in the Letters Program of the Araguaia University Campus/UFMT. This was our fourth experience working with the teaching phase, based on a Teaching Project for the course and an Extension Project for the community.

The expression “together with the interns” is quite appropriate to the context, because it is a matter of “walking together”; it has to do with the teaching path, with walking across plateau, plain, swamp, and savanna as professors of the ECS IV course, aiming at one of the most important phases of the initial education of Letters students.

This is so because “walking together” implies knowing and being clear that the process of learning involves the interns and us, as professors, as well, in our own teacher constitution.

Some issues have strengthened us as Professors of Supervised Internship over several semesters with the teaching-practice groups. For example, we understand that, as we guide interns in conducting their classes, we more clearly grasp what we need to change or strengthen in our own classes. When we note every detail of their classes and, at the end of each one, talk about what was good or what needs improvement regarding the Lesson Plan, their academic performance, and the presentation and development of the theme, we improve the theory/practice relationship, which students must understand as a relationship in which theory strengthens practice and vice versa. This strengthens the teacher constitution both of the interns and of us, the professors of the course.

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