

**20 - THE SUPERVISED CURRICULAR TRAINING AS FIELD KNOWLEDGE:
CONCEPTIONS AND RESEARCH TRENDS**KALLINE PEREIRA AROEIRA¹RENATA DUARTE SIMÕES²DIOANALLISE TRINDADE DE PAULA³¹Centro Universitário Vila Velha - UVV, Vila Velha, ES, Brasil²Universidade de São, São Paulo, SP, Brasil³Centro Universitário Vila Velha, Vila Velha, Brasil¹kalline@uvv.br²renasimoes@hotmail.com³diodio_18@hotmail.com

The main objective of this paper is to reflect on the supervised curricular training as field of knowledge contextualizing about a conceptual analysis of his views, assumptions and investigative tendencies.

Situations that fueled this purpose represent a network of limiting-situations that have hindered a more qualified training between university and school. Among these difficulties we highlight: the relationship between universities and schools with trainees and the need for proposals for supervised training that are configured for the sake of overcoming non-institutionalized practices in the school.

Currently, a conception that has been assumed by recent studies of the area, as a goal to be achieved in the projects of training courses is the stage as a field of knowledge, understanding that the training which aspects are essential to the construction of identity, of the knowledge and of the specific postures for professional teaching (PIMENTA; LIMA, 2004).

This understanding is grounded in the conception of training carried with and how research, which is produced in the interaction between training courses and social field, and opens space for the early of understanding of training as an investigation of teaching practices in educational institutions. The development of this process is facilitated by the research activity, which begins with the analysis and questioning the actions and practices compared to theoretical explanations of these with the experiences of other actors and looks from other fields of knowledge, with the intended objectives and with the purposes of the formation of human society.

In the conception of training carried with and how research to highlight some methodological strategies for the establishment of procedures for the training in the school: among them the observation and reflection. The observation of reality by trainee students, because it can context spaces for the formulation of the first questions that in contact the real condition of the schools emerge given the need to review the experience of teaching activity, and reflection that could be located for the analysis of educational practices, the following: a) the conceptual: the sense of reflection on training need to consider the dialogue between peers, based on theoretical frameworks, in collective and individual activities; b) methodology: the reflection on the training has the content addition to matters relating to the teacher and his knowledge, the study of the education system, schools, infrastructure, organization of teaching, educational policies and narratives about the life history of teachers-student; c) the political: the education systems shall include in its training policies, the actions of professional development and teaching qualification, the schools are always the starting point and finishing in the training and actions of training (PIMENTA; LIMA, 2004).

In this context, it is evident the need for research as a strategy for the training is set as a space for articulation between teaching and research, carrying out the analysis of the processes developed in this project, since the acceptance of training in school, the conception of training, the commitment of those involved with concrete experience in school, uncertainties, conflicts, joys and possibilities.

The development of critical and reflective teacher and researcher, according to Pimenta and Lima (2004), show their fertility for the training period as research and for use in research training.

However, it can be seen in the literature of the area, critical of the need for a contextualized analysis of the concept of reflective teachers and that the mere reflection on the teaching of the classroom is not sufficient for a theoretical understanding of the factors affecting the practice (GIROUX, 2000). In this sense, this criticism has supported the proposal to overcome is the identity of reflective teachers for the critical intellectuals. One of the results of this understanding is the idea that the training is no longer considered one of the components and even an appendix of the curriculum, and joins the body of knowledge of the training course for teachers (PIMENTA; LIMA, 2004).

Under the concepts of stage, another perspective is that it reduces the stage to observe teachers in class and imitate these models, the observation is limited to the classroom, without examining the school context and it is hoped of the trainee the development and implementation of model classes (PIMENTA; LIMA, 2004). This concept is known as the practice as an imitation of models and presents some limitations, among them: the idea that the reality of teaching is unchangeable; conception of professor who does not value their intellectual formation, reduction of teaching activities to make a successful according to the models observed.

Also in this direction, another conception of training is called practice how instrumentation technique. In this approach, the trader is limited to "practical", which needs to master routines intervention technique derived from scientific knowledge.

It is important to note that reduction of the training to the prospects of instrumental practice in this format has helped to foster critical analysis of teaching in the classroom has not been able to build a teaching attitude that overcomes a technical perspective and conservative of education.

When thinking about the training as a defining moment that marks the transition between the roles of student and a teacher, a trend in the study area has been researching the relationship of sharing and affection, identity, life history, knowledge and professional that are linked to that formative action. An example of this are the studies of autobiographical narratives in the context of experiences of initial teacher education, emphasizing the writing itself and on itself (SOUZA, 2006).

In this sense, mainly from the years 1980 and 1990, evident in the literature national a movement of criticism of the neutral and isolated, a movement of criticism of the neutral and isolated, unconnected with social policy issues to deal with teacher training that is marked by critical theories and post reviews about the training of teachers (SOUZA, 2006).

In fact, it is undeniable that, in initial training, a consistent project of training is committed not only to initial training, but also with the training of educators involved (school and university).

If we conceive the training as an opportunity for reflection on teaching practice, not only teachers-students but also supervising teachers and guiding teachers of the school are in the process opportunities to reframe their professional identity, which is constantly building from the new demands that society puts to the teaching in school. The discussion and reflection on the experience in the light of theory, guided by the teacher supervisor, will design the construction of new knowledge, because, as stated Tardif knowledge of the teaching of the socialization process, consider the identity of the teacher and involve a learning

profession (TARDIF, 2002).

So it is pay attention to the role of teacher trainer in this scenario and question: Whoever makes the trainer? What is the role of the teacher supervisor? As this teacher integrates the goals of the training with the participation of school teachers in this process?

Setting up these issues in the process of Training Supervised is linked to understanding the training as a field of knowledge and the central axis curricular courses for teachers, which allows working without which the construction of identity, knowledge and attitudes of specific professional teacher (PIMENTA; LIMA, 2004).

We know that the teacher's identity is constructed and reconstructed throughout his career as a professional teaching. However, it is in the process of its formation that are consolidated options and intentions with respect to the profession, which must be clearly defined and legitimated by the initial training course.

We can evaluate that when the training process enters of "ground school" and is mediated by reflection, can present opportunities to promote exchange of knowledge between the student-teacher, school teacher and university professor.

But in this reflection we believe that the pedagogy of dialogue is not neutral, as stated by Carvalho (2009, p. 183), "but is involved in networks of power, desire and knowledge: individuals and society." Therefore, it is important to win in training activities a "complex conversation" because it represents an ongoing debate about significant aspects of knowledge and experience (CARVALHO, 2009). It is necessary to increase, as the author, the collective intelligence in order to create local communities, reaching the "power of collective action."

In this process, the training may not be a complete preparation for teaching, but it is possible that in this space, teachers, students, school community and university work basic issues of foundation, as the sense of occupation, which means being a teacher in society in which we live, how to be a teacher in school concrete, reality of students in schools of elementary and high school, the reality of teachers in these schools (PIMENTA; LIMA, 2004).

Moreover, we can not ignore the concepts of cooperation and sharing among peers underlying the new model of training involving reflective practice of teaching and professional autonomy. According to Giovanni (1996), in Brazil and other countries, the idea that institutions should work together is not new, but the country is increasing the participation and involvement of teachers in such experiences.

It is still possible to take into account the teacher's knowledge comes from several sources, such as the education, training and retraining, curricula, textbooks, professional experience (TARDIF; LESSARD, 1999).

Under different arrays, which seems to be consensus is the appreciation of everyday practice as a place to build knowledge and the specific problems of school knowledge and teaching knowledge only recently started to be the object of research in Brazil.

In this scenario, paradoxically, on the one hand, the teaching activity is highlighted as necessary for the contemporary reality; on the other hand, it appears that their prestige and recognition of professional decline.

Given this situation we saw the need to overcome the paradigm of technical rationality for the construction of a new paradigm. Because of this requirement should question: how the experience with the public school during the supervised training of graduate students to produce knowledge of teaching?

The importance of studying these issues is to question the capability of the training as an opportunity to collaborate in building a future teachers to strengthen their professional identity through reflection of teaching practice and, therefore, to develop a critical analysis of practices and signification theories from the knowledge of the practice.

Moreover, considering how Nóvoa (1991), we can not ignore that the training teachers is not located only in the initial training courses, but also the personal trajectory of the professor. Therefore, the supervised training in turn is not who will give priority to the construction of all knowledge of the teaching profession.

On the other hand, it is necessary to develop of training projects focusing on a process of supervised training that exceeds a hierarchical and lonely work between school and university. In this context, the training can contribute to a questioning attitude and the construction of knowledge in that it overcomes a distant relationship between the trainees, university professors and teachers of basic education. Thus, the supervised training that characterizes collaborative training between university and school is ruled by relations of co-participation, partnership and collaboration in a constant dialogue between these institutions.

The need is evident here that the training projects are born of the links between schools and universities, taking reality as object of reflection, so that the university professor guide the process of the trainee in collaboration with the couples involved (teachers and teachers), promoting the training of school teachers and teacher trainers.

On the other hand, it is necessary to develop training projects focusing on a process Supervised Training that overcomes a hierarchical and lonely work between school and university. In this context, the training may contribute to a questioning attitude and the construction of knowledge, as it overcomes a distant relationship between the trainees, university professors and teachers of basic education. Thus, the process of Supervised Training, which features a network of conversations and complex actions (in the sense coined by Carvalho, 2009 to refer issues to the curriculum) between university and school, is guided by a training in which they seek affection and conditions, featuring a practice of relationships, exchange, knowledge and transformation, strengthening individual and collective creation between the entities involved in these institutions.

In summary, the analysis undertaken here to identify two key issues when we refer to the training processes and their capacity to promote opportunities for collaborative action. The first is that, for the training to leverage a solid background not only teachers-students but also students of other teachers, it must be anchored on a project to promote reflection on teaching activities, not only the individual but also collective, and this reflection is supported by theoretical. The second is that the training, as part of teacher training can show significant learning, since it has on the school, its possibilities and limitations, though without ignoring the exchange of experience and participation of all (pairs of school and university).

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THE SUPERVISED CURRICULAR TRAINING AS FIELD KNOWLEDGE: CONCEPTIONS AND RESEARCH

TRENDS

The research characterizes a bibliographical study that has as objective to argue aspects related to the supervised curricular training. It dialogues with studies that relate it to the field of knowledge and analyzes investigative conceptions and trends in this context. It concludes that for the training to leverage a solid background not only of teachers-students but also students of other teachers, it needs to be anchored on a project to promote reflection on teaching activity and the training as part of teacher training, it can point meaningful learning, since that it has as reference the school in its possibilities and limitations, though without ignoring the exchange of experience and participation of all (pairs of school and university).

KEYWORDS: training, future teachers, school.

LE STAGE CURRICULAIRE SUPERVISÉ JE MANGE CHAMP DE CONNAISSANCE: CONCEPTIONS ET TENDANCES INVESTIGATIVAS

La recherche caractérise une étude bibliographique qui a comme objectif centrale discuter aspects rapportés au stage curriculaire supervisé. Il dialogue avec des études qui le rapportent comme champ de connaissance et analyse des conceptions et des tendances investigativas dans ce contexte. Il conclut que pour que le stage potencialize une formation solide non seulement des enseignants-étudiants comme aussi des autres enseignants, faut être ancré dans un projet qui promeuve la réflexion sur l'activité enseignant et que le stage, dans le contexte de formation d'enseignants, peut indiquer des apprentissages significatifs, dès lors que ait comme référence à école dans leurs possibilités et limitations, néanmoins sans ignorer l'échange d'expérience et la participation de tous (paires de l'école et université).

MOTS-CLÉS: stage, avenir enseignants, école.

EL ENTRENAMIENTO SUPERVISADO CURRICULAR COMO CAMPO DEL CONOCIMIENTO: CONCEPCIONES Y TENDENCIAS INVESTIGATIVAS

La investigación caracteriza un estudio bibliográfico que tiene como objetivo central discutir aspectos relacionados con el entrenamiento supervisado curricular. Dialoga con estudios que se relacionan con el campo de conocimiento y analiza concepciones y tendencias investigativas en este contexto. Concluye que para que el entrenamiento supervisado potencialize una formación sólida, no solamente de los profesores-estudiantes como también de los estudiantes de otros profesores, debe estar anclado en un proyecto que promueva la reflexión sobre la actividad docente y el entrenamiento supervisado, en el contexto de formación de profesores, puede indicar aprendizajes significativos, siempre que tenga como referencia la escuela en sus posibilidades y limitaciones, aunque sin dejar de lado el intercambio de experiencias y la participación de todos (pares de la escuela y la universidad).

PALABRAS CLAVE: entrenamiento supervisado, futuros profesores, escuela.

O ESTÁGIO CURRICULAR SUPERVISIONADO COMO CAMPO DE CONHECIMENTO: CONCEPÇÕES E TENDÊNCIAS INVESTIGATIVAS

A pesquisa caracteriza um estudo bibliográfico que tem como objetivo central discutir aspectos relacionados ao estágio curricular supervisionado. Dialoga com estudos que o relacionam como campo de conhecimento e analisa concepções e tendências investigativas nesse contexto. Conclui que para que o estágio potencialize uma formação sólida não só dos professores-alunos como também dos demais professores, é necessário estar ancorado num projeto que promova a reflexão sobre a atividade docente e que o estágio, no âmbito de formação de professores, pode apontar aprendizagens significativas, desde que tenha como referência a escola nas suas possibilidades e limitações, entretanto sem ignorar a troca de experiência e a participação de todos (pares da escola e universidade).

PALAVRAS-CHAVE: estágio, futuros professores, escola.

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