



THE IMPORTANCE OF SUPERVISED INTERNSHIPS IN THE TRAINING OF ENGLISH LANGUAGE TEACHERS¹

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RESUMO: Este artigo discute a importância dos estágios supervisionados. Esta atividade é essencial nos cursos de licenciatura, com o objetivo de desenvolver aspectos relacionados ao ensino em estudantes de graduação, não apenas na teoria, mas também na prática e na experiência em sala de aula. Por sua vez, sua aplicabilidade estimula a reflexão sobre a prática docente, assim como incentiva os professores em sua formação para o ensino e na criação de uma sociedade justa e democrática diante das adversidades. Este trabalho é o resultado de uma pesquisa realizada com alunos e professores da escola pública de ensino fundamental e médio E.E.E.F.M. Prof Yolanda Chaves, localizada na Av. Visconde de Souza Franco, no bairro Aldeia do município de Bragança, PA. O estágio é uma atividade que permite ao estudante aprimorar as ferramentas teóricas e práticas essenciais para o desempenho de suas funções, com o objetivo de promover e incentivar a prática e o desenvolvimento profissional. A prática docente do estagiário é baseada em sua visão como professor em formação. O texto é baseado em autores cujos trabalhos são referenciados neste artigo, como: Pimenta (2012), Kulcsar (1991), Scalabrin e Molinari (2013). Também é apoiado pela Base Nacional Comum Curricular (BNCC). Os resultados apresentados aqui nos levam a compreender os desafios enfrentados na formação de futuros professores e a importância da relação estabelecida entre a comunidade escolar e a universidade por meio da realização de estágios supervisionados.

Palavra-chave: Estágio supervisionado. Formação de professores. Metodologia de ensino.

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ABSTRACT: This article discusses the importance of supervised internships. This activity is essential in teaching degree courses, with the aim of developing aspects related to teaching in undergraduate students, not only in theory but also in practice and classroom experience. In turn, its applicability encourages reflection on teaching practice, thus stimulating teachers in their training for teaching and in creating a fair and democratic society in the face of adversity. This work is the result of research conducted with students and teachers from the public elementary and high school E.E.E.F.M. Prof Yolanda Chaves, located on Av. Visconde de Souza Franco, in the Aldeia neighborhood of the municipality of Bragança, PA. The internship is an activity that allows the student to improve the theoretical and practical tools that are essential for performing their duties, with a view to promoting and encouraging practice and professional development. The intern's teaching practice is based on their vision as a teacher in training. The text is based on authors whose work is referenced in this article, such as: Pimenta (2012), Kulcsar (1991), Scalabrin and Molinari (2013). It is also supported by the National Common Core Curriculum (BNCC). The results presented here lead us to understand the challenges faced in training future teachers and the importance of the relationship established between the school community and the university through the completion of supervised internships.

Keywords: Supervised internship. Teacher training. Teaching methodology.

INTRODUCTION

The mandatory and supervised internship is a component of extreme interest in teacher training, especially in undergraduate courses, which are essentially focused on the school environment. It is therefore a methodology of instruction and professional experience that emphasizes preparation for a school environment, taking into account the challenges of the career that arise during the internship experience, including socioeconomic, cultural, and the classroom environment itself. This way, preparation and classroom practice are being implemented, and the usual internship is characterized as a perspective that provides an association between theory and practice. Therefore, by learning the actual trade they have decided to follow, university students establish a deep understanding that those who practiced

start to associate with the routine of their function when they come into touch with it through the classroom and the tasks developed by the internship.

Furthermore, teaching is a generic function that is currently illuminated by practical intervention. In practical terms, when developing classroom experience, the trainee has the responsibility of assessing various ideas presented as an academic, using their theory as a basis for their development. For this reason, teachers must realize that teacher training and resourcefulness in the classroom is a real opportunity to achieve success, determination, responsibility, and commitment. This is because it is serious, exclusively as a case of education, if there is interest in learning and preparing for a future profession.

Education modifies and accentuates the progress of society as a whole, which is why students are in demand and valued at the end of their academic careers when they enter the job market, aware that they are involved in something that requires them to devote themselves to the physical and organizational structure of the school environment in its vital principle. In this vein, individuals must have the ambition to teach and acquire knowledge, thus establishing themselves and ensuring that their students are committed to their own development, thereby seeking their purpose in society. According to Vázquez (1968, p. 206, free translation), “Theory can contribute to the transformation of the world, but to do so, it must come from within and, first of all, it must be assimilated by those who will bring about such a transformation with real, effective actions.”³

Consequently, by mastering the authentic discipline they have elected to follow, university students, upon engaging in classroom interactions and internship assignments, initiate a profound comprehension that practitioners begin to correlate with the regularity of their roles. “training educators as technically, scientifically, pedagogically, and politically competent professionals, whose commitment is to the interests of society”⁴ (Pimenta, 2012, p. 73).

This article seeks to reflect on and critically analyze the experiences gained during the Supervised Internship in Elementary School. It is based on field records and systematic observations, with the aim of understanding the challenges faced in everyday school life, the interactions established between interns, students, and teaching staff, as well as identifying the knowledge acquired throughout the teaching and learning process. The aim is to highlight

³ “A teoria pode contribuir para a transformação do mundo, mas para fazê-lo, deve surgir de dentro e, acima de tudo, deve ser assimilada por aqueles que realizarão essa transformação com ações reais e efetivas”.

⁴ “formar educadores como profissionais tecnicamente, cientificamente, pedagogicamente e politicamente competentes, cujo compromisso é com os interesses da sociedade”.

how these experiences contribute to the development of professional skills, the strengthening of teaching practice, and the construction of the future teacher's identity.

INTERNSHIP IN GENERAL CONTEXT

The mandatory curricular internship is a component that is credited in the curriculum of each undergraduate courses, with varied practices in accordance with the courses, which can be carried out in public or private educational institutions, non-governmental organizations (NGOs) (non-governmental organizations), CSOs (civil society organizations), non-profit entities/institutions, or through university retention programs. Within the academic curriculum of each degree program, there are non-mandatory internships that refer to constituent assignments related to student development. However, these are valuable for the students' growth and professionalism, as they provide the academic with frequent exchanges between universities, courses, and areas of activity, thereby improving their learning methodology. These internships can be carried out at entities that, together with the university, maintain the materials that represent the incorporation of undergraduate students in tasks performed by university students, thus demonstrating scientific and pedagogical knowledge of teaching in numerous areas of knowledge.

According to Kulscar (1991, p. 63), "supervised internships, for the most part in line with the work-school relationship, theoretical-practical, can represent, to a certain extent, the organic link with reality itself"⁵, that is, as the supervised internship unfolds, interactions occur between the theory and practice of instruction acquired in academia, thus contributing to the teacher's development. Making observations in class and acquiring guidance from the school's head teacher with the understanding of being self-competent is indispensable for teaching and learning.

Therefore, the purpose of the supervised internship is to provide the graduate with improvement and articulation between basic and specific knowledge with the teaching-learning model in the area focused on English language teaching. Thus, we can say that there is a brief experience in integrating the academic profession built by the university focused on teaching, as well as higher education, expanding their understanding of the educational reality and cultural repertoire of students and future teachers. In addition, the internship aims to develop skills, attitudes, and habits inherent to teaching practice, thus

⁵ "estágios supervisionados, na sua maioria alinhados com a relação trabalho-escola, teórico-prática, podem representar, até certo ponto, o vínculo orgânico com a própria realidade".

creating conditions for interns to act safely, reflectively, and creatively in their work environment.

Internship in its broadest sense suggests providing conditions for the intern to reflect on their broader pedagogical practice and thus build their professional identity. Thus, the internship is a field of knowledge, it is an approach for the intern to the profession they will exercise and to the people with whom they will work on their practices each day so that they face fewer difficulties in the future (SCALABRIN and MOLINARI, 2013, p. 09).

6

It is a significant step for trainee teachers to have the necessary knowledge to adapt to different social environments and realities so that they can become future professionals in the field of education, making a difference wherever they are. Society is undergoing constant changes in the way it behaves and thinks, and in the face of this diversity, educators involved in the teaching and learning process need to be in constant transformation.

According to Carvalho et al (2003), within a pedagogical political project for a teaching degree course, which focuses on classroom practice as a curricular component and supervised teaching practice as a unique training opportunity for future teachers, teaching practice provides students with a unique opportunity to broaden their understanding of the reality of education and teaching, thereby fostering a unique relationship with students and teachers.

Thus, with the mandatory curricular internship, it is essential that, in order to complete courses aimed at teaching degrees, teachers must have their first experience, which allows students in training and academics to gain an understanding of the reality of school life and the difficulties that schools face on a daily basis, in addition to allowing teachers to have their first contact with the class and the individual characteristics of the students. It is also important to maintain contact with the class teacher who is already trained in the field and has experience in schools, with the differences already established there. Given this, for Scalabrin and Molinari (2013, p. 05) “[...] supervised internships should take place during academic life, beginning with observation as a first complementary activity in pedagogical practices, thus providing more experiences of success or failure for the intern and their professional training.”

⁶ O Estágio em sua acepção mais ampla sugere dar condições ao estagiário para a reflexão relativa ao seu fazer pedagógico mais abrangente e assim construir a sua identidade profissional. Deste modo, o estágio é um campo de conhecimento, é uma aproximação do estagiário com a profissão que irá exercer e com os as pessoas com quem irá trabalhar suas práticas a cada dia para que enfrentam menos dificuldades futuramente (SCALABRIN e MOLINARI, 2013, p. 09).

⁷ Given this, supervised internships are essential in the teacher training process, as it provides future educators, specifically undergraduate students, with close contact with the environment that surrounds the daily life of a teacher. Based on this experience, students will begin to see themselves as future teachers, facing for the first time the challenge of interacting, speaking, and listening with languages and knowledge that are different from their own environment, but more accessible to students (Pimenta, 1997).

During the internship, difficulties may arise in the school environment. In order to overcome them, it is essential that students receive proper guidance from their supervising teachers. Therefore, the school chosen for this activity is usually located close to the intern's residence, to facilitate the implementation of this curricular component and its pedagogical practices. Future teachers need to develop the ability to understand actions in the face of reality, acquiring ideological, political, cultural, and ethical knowledge as educators. According to Pimenta (2012, p. 49):

[...] it is noticeable the introduction of theories previously little appropriated by these areas, such as psychoanalysis, culturalism, and communication theories, and the introduction of research on teaching with the use of new resources and virtual languages, linked to emancipatory concerns, that is, considered to the extent that they can contribute to a system of democratization of access to knowledge by the population. Also, the presence of constructivist theories is strong, being experimented with and/or expanding the understanding of learning processes, consequently proposing new methodological approaches in the classroom.⁸

It is also worth noting that it is common for academics to encounter difficulties when faced with the reality of their chosen profession, as this can often result in a reality check and high expectations in an illusory environment. Instead of finding the ideal school, the professional is faced with a classroom composed of an excessive number of students simultaneously in an environment that is not very suitable for that number of people, who are often distracted by the behavior of other students, making it even more difficult to present the lesson and creating a toxic environment that hinders the students' understanding and absorption of knowledge, with disruptive behavior and who are absent because they are sick,

⁷ “[...]Os estágios supervisionados devem ocorrer durante a vida acadêmica, começando com a observação como uma primeira atividade complementar nas práticas pedagógicas, proporcionando assim mais experiências de sucesso ou fracasso para o estagiário e sua formação profissional”.

⁸ [...] nota-se a introdução de teorias até então pouco apropriadas por essas áreas, como a psicanálise, o culturalismo e as teorias da comunicação, e a introdução de pesquisas sobre ensino com a utilização dos novos recursos e linguagens virtuais, vinculados a preocupações emancipatórias, ou seja, considerados na medida em que podem contribuir para um sistema de democratização do acesso ao conhecimento pela população. Também é forte a presença das teorias construtivistas sendo experimentadas e/ou ampliando a compreensão dos processos de aprender, conseqüentemente, propondo novas abordagens metodológicas em sala de aula.

hungry, or have learning difficulties. Ultimately, this is a reality faced by the intern, one that is very different from what they imagined and differs from their initial expectations, which ends up causing a “shock.” In order to minimize this situation, it is important that students are involved in activities, extension projects, research activities, and others from the beginning of their degree course, together with the schools where they will carry out their internship, thus participating in everyday school life, so that they feel more secure and clear about their choices, thus advancing in their studies more confidently in the face of this school environment.

The National Common Core Curriculum BNCC (Brasil, 2018) highlights the importance of continuing teacher training that allows graduate students to become familiar with the school context from the beginning of their academic career. Observing everyday school life, especially in the early days, is of fundamental importance for future teachers to understand the realities and challenges they will face in their profession. In this process, by experiencing the school environment, interns gain a clearer perception of the needs of students and school facilities, enabling them to develop educational activities that are more appropriate for the target school audience and geared toward the reality of the students. In addition, student teachers become aware of the peculiarities of each class and the number of lessons needed to develop a specific topic, considering the difficulties of each group. The BNCC also recognizes the importance of adapting to the structural limitations of schools, such as the scarcity of materials and resources, which can impact the implementation of complementary activities.

Given this, in relation to curriculum content, difficulties arise when institutions guide students to carry out activities that prioritize integral development, thus considering the context and reality in which students find themselves outside of a real and social context, that is, addressing content that interests them. This approach, aligned with the guidelines of the National Common Core Curriculum (BNCC Brasil, 2018), aims to increase commitment and interest in learning. However, the reality observed in elementary and high schools reveals a more mechanized approach, with an emphasis on commemorative dates and repetitive activities, such as those of a printed nature, which do not always meet the needs of students' full development.

METHODOLOGY

According to Oliveira and Cunha (2006), supervised internships are activities that enable students to acquire professional experience that is relatively important for their entry into the job market. It is a mandatory activity that must be carried out by students in teaching degree programs and must comply with a workload pre-established by the educational institution. This practice is the future teacher's first contact with their future field of work. Through observation, participation, and teaching, the student teacher can develop future pedagogical actions (Passerini, 2007). During the internship, the future teacher begins to see education from a different perspective, seeking to understand the reality of the school and the behavior of the students, teachers, and professionals who comprise it (Januario, 2008).

The methodology applied in this work stems from a brief reflection, where we concluded that supervised internships are essential in the training of professional teachers. It is with a view to supervised internships being a unique opportunity to put into practice the knowledge already acquired in higher education and during the course of teacher training, thus providing a theoretical and practical foundation that enables teachers to understand what the school environment is like and how it works.

It is a case study based on critical reflection and perceptions built up throughout the experience I was able to witness during my internship, through daily field notes. These notes allowed me to follow in detail the challenges faced, the interactions established in the school environment, and the lessons learned throughout the process. Through observation, active participation, and constant analysis of the pedagogical practices experienced, the internship develops in the intern a deeper understanding of everyday school life and of their own performance as a future teacher. Thus, the study is not only a descriptive report, but also a formative experience that values reflection as an essential tool for the creation of a professional identity.

LINKING THEORY TO PRACTICE

In my supervised internships, the first focused on visualization and adaptation to the school environment at the beginning of internship I, an activity that seeks to familiarize university students with public education in the education network. It was followed by internships II and III through teaching practice aimed at improving the quality of teaching and

the school environment, with 9th-grade students transitioning from elementary to high school. This was a very important experience for my development as a future teacher, which is my desired field of professional activity. The place where I was able to intern, through contact with the school, was generally very receptive, for example, the students, teachers, general service staff, coordinators, secretaries, and managers in general, who welcomed me with open arms as a future teacher studying there. The internship is a fundamental opportunity for critical reflection on pedagogical practices, thus playing a crucial role in building a professional identity focused on the classroom and the future teacher. This represents an immersion in the specific field of knowledge, allowing the intern to have direct contact with the challenges and demands of the profession. Through this practical experience, students become familiar not only with teaching methodologies and pedagogical techniques, but also with the realities of the institutions and groups with which they will interact in their future careers in a solid and well-prepared manner, thus minimizing any difficulties that may arise.

The experience I gained from Supervised Internship III in upper elementary school was one of the most challenging moments of my training as a student. I witnessed difficulties in dealing with restless and later more dynamic behavior, so I used their stimulation to carry out the activities I had prepared, using the appropriate teaching and learning skills such as Listening, Reading, Speaking, and Writing, thus establishing an exchange of experiences with the students. I also noticed that they have a certain admiration for something new, such as a student teacher, for example.

It is worth noting that the students also felt motivated by a new way of thinking and reflecting on what a different class with reflection and critical thinking is, thus gaining the respect and admiration of the students in class. Thus, I remained receptive to new ways of teaching, recognizing the importance of working with public education for my professional training. As highlighted by Buriolla (2011), internships serve as a space for practical training, allowing future teachers to experiment and develop professional skills in the real context of the classroom. Complementing this view, Tardif (2014) emphasizes that internships should be understood as an opportunity for critical reflection, functioning as research on pedagogical practice itself. For Pimenta and Lima (2010, p. 43), supervised internships are a privileged space for articulating the theory and practice of teaching, thus contributing significantly to the construction of teacher identity by enabling future teachers to critically reflect on their performance and understand the complexity of educational work.

The positive welcome provided by the school mentioned above contributed significantly to me, as an intern, feeling comfortable during the internship period, thus favoring the consolidation of the knowledge acquired as an essential part of this professional training. During the internship, we participated in various activities that allowed us to closely follow the dynamics of the school institution, such as filling out signature forms to ensure my performance as an intern in the class I chose to work with in the classroom. During the teaching internship, I was able to develop activities using various teaching skills, thus enhancing the quality of the activities I proposed for the class, such as a theme focused on bullying, which is a very important topic for classroom discussion, and critical thinking activities on the theme that I presented to the students in class.

The supervision of a supervisor is extremely important, because with the help of the class teacher, the preparation of the lessons to be taught becomes more effective and dynamic. These lessons are previously corrected with the tutor teacher of the academic unit assigned to teach the compulsory supervised internship course, thus playing a role in clarifying doubts and contributing to classroom management, especially in situations where students are more agitated. This interaction enables a valuable exchange of experience, which the intern takes with them throughout their professional life. However, for this exchange to be truly meaningful, it is necessary for the intern to demonstrate interest and willingness to learn, just as the teacher must be open to guidance and sharing their knowledge, establishing a relationship based on reciprocity.

On the other hand, many interns face feelings of insecurity when experiencing classroom practice or other spaces within the internship field. In various situations, such as in internship II and even III, the attitude of some teachers or employees of the institution where they are working makes adaptation even more difficult and prevents them from feeling welcome. The school environment is not always reciprocal; in some schools, there is still a certain resistance or even neglect on the part of the management team, faculty, or other employees towards interns, which compromises the quality of the training experience.

It is clear that the absence of adequate guidance can leave students feeling disoriented, directly compromising their ability to develop good and efficient practices or, in some cases, resulting in unsatisfactory performance on the part of trainee teachers. Concrete support is therefore needed to help them better understand their role during their internship, thereby strengthening the professional experience of future education professionals.

The results presented here transform the internship experience into research focused, using the internship experience itself as a fundamental practice for understanding the limits and possibilities of pedagogical work. In this context, Silva and Miranda (2011) emphasize that the internship, as a research activity, offers a new form of practice, with the aim of understanding and transforming the educational reality of today. In addition, Santos and Freitas (2021) argue that the internship as research provides a deeper and more dynamic understanding of the environment in which the intern is inserted, whether in a rural school or urban area, thus stimulating the future teacher to question and investigate factors that involve the teaching and learning process.

The articulation between theory and practice plays a fundamental role in the initial training of teachers, as it enables them to consciously deal with the challenges encountered in everyday school life, thus recognizing the possible possibilities of their professional performance. In this context, Gabriel, Pereira, and Jesus (2018, p. 31) highlight how “the internship allows for practical experience together with an approach to theory and knowledge outside of school, thus enabling future teachers to have direct contact with concrete issues in education.”

⁹ Traditionally understood as a complementary phase to the teaching process, internships began to be viewed differently following changes introduced by Law 11.788/2008. According to Andrade and Resende (2011), this legislation reformulates the concept of internships, recognizing them as an educational activity, part of the pedagogical project of training courses aimed at teaching degrees, and thus emphasizing their essential role in building the professional trajectory of teachers.

According to Santos and Silva (2022), this highlights that practice guided by theoretical foundations enables trainee teachers to understand the multiple dimensions of society that manifest themselves in the school environment, as well as promoting questions that lead to a reassessment of the theories themselves. This dynamic of reflecting on practice based on theory in practice and knowledge of the world contributes to a solid, concise, and comprehensive education.

When experiencing the internship as a future teacher, they begin to directly observe real teaching practices and deal with the concrete challenges of the educational context. It is at this point that they begin to develop their professional performance and build their teaching

⁹ "O estágio permite a experiência prática juntamente com uma abordagem à teoria e ao conhecimento fora da escola, possibilitando assim que futuros professores tenham contato direto com questões concretas na educação."

identity, a process that takes place through critical reflection on their experiences in the classroom (Andrade, 2005; Pimenta; Lima, 2006). During this formative journey, the internship provides teachers in their initial training with the opportunity to transition between the academic world and the school environment, thus allowing them to understand their degree and the learning that emerges from it. Despite being a temporary stage, the internship plays a fundamental and significant role in the life of the student who is in training, with an active space in the negotiation of professional knowledge that is being constructed there in the school environment and within the classroom (Lima, 2008).

Therefore, internships are highly relevant in generating qualifications and have a major impact on the lives of language teachers, as they provide a basis for acting as teachers. In addition, they help interns feel prepared to work professionally in the classroom.

Thus, we can add that in these considerations, it is very important to reflect on the practice of teacher training, so that during their internships, teachers think and rethink their practices, what to do with their students, what content to choose, reflecting on what would be most appropriate for each moment (Imbernón, 2001).

Consequently, supervised curricular internships, as mentioned above, can be seen as an important means of teacher training, as they provide important elements for the daily practice of future professionals. It is during this learning period that high school students, future educators in the private or public education system, realize the possibility of using theoretical and practical knowledge, always seeking to make momentary observations of each class, in search of improvement and modification throughout this period. These changes in everyday school life are inevitable and occur constantly, as each class presents a unique reality, with distinct characteristics and needs according to the reality of the class. In addition, the dynamics of teaching change every year, requiring continuous variations in content and skills on the part of the teacher, who faces new situations with each cycle. Thus, it is of fundamental importance that teachers have the flexibility to adjust their pedagogical strategies, adopting different approaches that are appropriate to the profile of their students. This process of adaptation involves not only the constant updating of their knowledge, but also the ability to reinvent themselves to understand the specific demands of each class, thus ensuring that teaching is effective and relevant to society.

Ultimately, the practice is built on reflection on the act of teaching and learning, thus acquiring experiences and awareness that are fundamental to the professional process, through interaction in the environment of conjecture and the practice of teaching, in addition to

experience in the non-school environment, so that we can have better instruction and knowledge acquisition.

FINAL CONSIDERATIONS

This article aimed to report on the importance of supervised internships in undergraduate education courses, as these internships are of utmost importance for the effective realization of the learning acquired in academia. They serve as a pedagogical process and a means of building knowledge, developing competencies, and skills thru the supervision of active teachers, establishing a direct relationship between theory and daily practice.

Thus, both learning the teaching profession and continuing it are part of the teacher's daily routine. This is how the professional is always able to make the connection between theory and practice (Filho, 2010). As a result, the importance of this activity becomes clearer, as it brings immense benefits for learning, for the improvement of teaching, and especially for the intern. Since the greatest beneficiaries will be society and, especially, the community to which the university graduates are destined (Bianchi et al., 1998). Thus, a well-qualified professional educator plays the true role of a citizen within the social context, as they act as a knowledge multiplier, contributing to the formation of more participatory citizens with a critical spirit, the true objective of national education (Fernandez; Silveira, 2007).

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