

**Article**

Institutional Scholarship Program for Teaching Initiation (PIBID): approximation between Basic and Higher Education

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Abstract

This research was developed during the initial graduation process of the geography course, aimed at school experiences, and made possible by the Institutional Scholarship Program for Teaching Initiation (PIBID) in partnership with Basic Education public schools. With the goal of analyzing the contributions explained by the implementation of the program, both in training undergraduates and the approximation between Basic and Higher Education, this study highlights the formative relevance of the insertion of undergraduates in the school life from the beginning of their academic training, besides the characteristics of the creation of the "new PIBID" in view of the historical moment experienced in Brazil, presenting the difference between the current and the previous program that ended at the beginning of 2018. The proposal for training teachers, integrated to research practices, and focused on the demands arising from teaching, as well as the elements that underlie in the construction of this profession and the main aspects affecting the professional development of teachers were analyzed. In a qualitative and quantitative approach of an interpretative and analytical nature, using questionnaires, official documents and field notes for the collection and analysis of information, this study exposes the formative relevance of the insertion of undergraduates in the school routine since the beginning of academic training, the aspects of the creation of the "new PIBID" and the need to use education as a mechanism for inverting the current social order. It concludes that the socialization of pedagogical practices and systematic work in collaborative groups that prioritize the reality of students, were the main formative aspects identified as positive from the PIBID.

Keywords: Initial Education, Teacher's Education, Teaching Initiation Program, School knowledge.

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1. Introduction

Initial teacher education initiatives in Brazil have undergone significant changes, considering historical and legal aspects, from the 1980s to the present day.

With the publication of Law No. 9,394/96 – Guidelines and Bases of National Education Law (LDBEN) – on December 20, 1996, changes are proposed both, for qualification institutions and for teacher education courses. In 2002, the National Curriculum Guidelines for Teachers Education is enacted and, in following years, the Curriculum Guidelines for each degree course are approved by the National Council of Education. However, the qualification of teachers for basic education is done, in all types of degrees, in a fragmented manner between the disciplinary areas and the levels of education, without having in the country any teacher training centers that encompass all specialties with studies, research, and extension related to the teaching activity and the reflections and theories associated with it (GATTI, 2010; SAVIANI, 2009).

This research was developed in a public university in northeastern Brazil that proposes the qualification of teachers integrated to research practices, that is, the undergraduates, the supervising professors and the subproject coordinators of the Higher Education Institution (HEI) develop the tasks on and with teaching, both in the school and in discussion groups fostered by the Institutional Scholarships Program for Teaching Initiation (PIBID), from a qualitative and dialogical perspective, addressing educational issues that are presented as problems in the professional practice. In the midst of this formative movement, plans and didactic materials are developed in this space using as a reference of school knowledge and, therefore, characterized by the experiences developed with the school.

Seeking to know the processes of the initial formation, the insertion and the constitution of the teaching identity of the undergraduate Geography students at a Public University of the State of Pernambuco, in their first experiences of teaching in basic education; the main challenges faced in everyday educational practices, the elements that underlie the construction of teaching professionalism and the main aspects that affect the development professional vis a vis PIBID are presented in this text.

2. Background and rationale

In the national context, there are few, and very recent projects and programs aimed at the introduction to teaching and, according to André *et al.* (2017), most are in the experimental stage. The issue of beginner teachers has also not been properly explored by researchers of education in Brazil, which signals the need for more research in this area, allowing us to understand that the Initial Training and the introduction to teaching constitute a significant formative moment for teachers.

For Imbernón (2006; 2009), it is in the initial formation that the future teacher (re)elaborates the archetype of his profession, so that the values and beliefs regarding the education will have new meanings and sense through a process of professionalization.

In a very comprehensive study carried out on the scope of a broader research on teaching policies, Gatti, Barreto, and André (2011) analyzed the projects and policies aimed at beginner teachers and located, in only three, out

of the fifteen departments of education studied, policies and projects of insertion to teaching and approximation between the university and school. The authors concluded that these initiatives are still very incipient and deserve greater attention.

The concepts of teacher professionalism and professional development are reemerging in researches on teacher education (Marcelo Garcia, 2011; Morgado, 2014; Andre *et al.*, 2017; Davis and Gorzoni, 2017), characterized by the learning experiences of teaching in its acting locus, from which changes, renewals and reformulations of concepts are influenced by, and individually, and collectively, expand the knowledge and skills necessary for reflection and the effective exercise of the professional practice in each of the stages of the teaching career.

Marcelo Garcia (2010) defends as essential the function that others, considered as social subjects, may act on the beginning teacher, by helping him to constitute his professionalism that, in the fulfillment of his functions, can promote dialogue and interaction, aspects that, if prioritized in school institutions, would certainly be defining in the process of adaptation of beginning teachers to the exercise of teaching. Mizukami *et al.* (2006) add that, only in this way would the teaching profession become a true and frequent process of learning in order to teach and learning to teach.

As Marcelo Garcia (2011; 2010) points out, the beginning of teaching has a specificity to the process of learning how to teach and as such, deserves special attention because this is one of the few professions characterized by greater loneliness and isolation. The feeling of isolation expressed by the beginner teacher is a consequence of the absence of a collective work in schools, at the same time that it is consistent with the feeling of inexperience in addition to the realization of not having the necessary knowledge to start the profession, causing insecurity.

There are multiple and of various dimensions tasks to be assumed by beginners. Marcelo Garcia (2011, p. 9) lists the main ones: seeking to know the students, the curriculum, and the school context; properly plan the curriculum and teaching; begin to develop a teaching repertoire that allows them to survive as teachers; create a learning community in the class; and continue to develop a professional identity.

In concrete situations, teachers realize that there is certain knowledge that is acquired by practice. As argued by Marcelo Garcia (2010) this occurs mainly in the first year of teaching, when beginning teachers are in a process of survival, discovery, adaptation, learning and transition amid the multiple and varied dimensions of tasks imposed and required of them.

In this sense, it is essential to develop insertion programs, which include supporting, monitoring, and training strategies that can help understanding these tasks and stimulate beginners to engage in dynamics of self-training and participation in training projects, essential to a continuous process of professional development. Marcelo Garcia (2011). While these issues are of fundamental importance, there are still few initiatives to address them.

The concerns of future teachers, presented in the surveys, demonstrate insecurity and fear of not meeting the demands. Although the teacher spends much of his time in the classroom surrounded by students and with a very hectic routine, the feeling of loneliness in the profession is a quite common theme

among Brazilian teachers. These feelings should be minimized if there was a policy of professional insertion that avoided the isolation of these teachers at the beginning of their careers and enabled the realization of collective spaces for reflection on the daily school life. (CAVALCANTI, 2012; CAVALCANTI, 1998). It is also believed that the difficulties experienced by beginning teachers could be mitigated if it considered a professional training more articulated and coherent with reality.

From this perspective, the process of professional learning of teaching, during PIBID, is configured as one of the stages of the teacher education, although it is not the only one, which integrates the formation of the undergraduate student, future professional, to the area of activity. Following this perspective, we sought to understand, in this study, the contributions of PIBID in the qualification of geography teachers from the University of Pernambuco, as well as in the relations established with Basic Education through partner schools³.

The intention of PIBID is to unite the state and municipal departments of education and public universities, in favor of improving teaching in public schools, encouraging the career of teaching in the areas of basic education and, for this, offers scholarships for initiation to teaching, to students of presential courses who dedicate themselves to the internship in public schools, with the purpose of anticipating the bond between future teachers and the classrooms of the public education network. With this initiative, PIBID makes an articulation between higher education (through undergraduate degrees), the school and the state and municipal systems.

3. Study methodology

This qualitative (BOGDAN; BIKLEN, 1994) and quantitative (NETTO, 2011) research have an interpretative and analytical nature, supported by procedures such as questionnaires, documentation, observation of the developed activities and field notes (MINAYO *et al.*, 2015), through which the contributions of PIBID in the formation of the participating undergraduates and in the approximation between Basic Education and Higher Education in the degree in Geography at the University of Pernambuco were analyzed. In addition to this objective, this study highlights the formative relevance of the insertion of undergraduate students in the daily school life since the beginning of the academic training; in addition to highlighting aspects of the creation of the new PIBID in face of the historical moment experienced by the country, showing the difference between the current and the previous program that has ended at the beginning of 2018.

The need to discuss the proposed problem and achieve the desired objectives led to a critical reflection of PIBID as a public initiative, which aims to contribute to the process of teacher training using the link between the university and the school, thus providing a greater experience of the practice by the geography undergraduate students of. Thus, the dialectical dimension is the guarantee of thinking about reality as a movement inserted in a totality.

³The insertion of schools in the PIBID occurs through expression of interest by the Secretary of Education in participating following the rules of the notice in the qualification of schools that may host the projects of initiation to teaching that will be developed in articulation with the selected Higher Education Institutions (HEI).

According to Netto (2011, p. 07), the research has a qualitative and quantitative characteristic, because:

In this process, the [...] technical tools of research are the most varied, from documentary analysis to the most diverse forms of observation, data collection, quantification, etc. These instruments are means that the researcher uses to seize the matter.

In the same segment, Minayo *et al.* (2015) highlights that the qualitative and quantitative dataset complement each other, encompassing a reality that interacts dynamically, excluding any dichotomy. In this way, the dialectic seeks to find, in the part, the understanding and the relationship with the whole, and interiority and exteriority as constitutive of the object of study.

4. Characterization of participants

Data collection was an extremely important stage in the accomplishment of the research and for such, a period was established from the beginning of the implementation of the Program at the University of Pernambuco in 2014. The subjects of this investigation were 20 graduates of the geography course who were PIBID scholarship holders (2014-2017) and who, today, are teachers, in addition to the 2 coordinators of the HEI, 2 supervisors, the 20 scholarship holders participating in the new PIBID (2018-2020) and 110 students from 3 public schools, two state and one municipal.

In view of the above, it is necessary to inform that the appropriate ethical referrals required by the Research Protocols obeyed the precepts established by the Ethics Committee on Research with Human Beings of the University of Pernambuco, pursuant to Resolution No. 510/2016 of the National Health Council (CNS), under Number: 3,003,825 and Certificate of Presentation for Ethical Appreciation (CAAE): 01692618.0.0000.5207.

5. Presentation and data analysis

The initial and continuing education of teachers is one of the fundamental elements for education and requires investments that must be maintained as mentioned in article 62 of LDBEN No. 9,394/96, paragraph 1. "The Union, the Federal District, the States and the Municipalities, in a collaborative regimen, shall promote the initial and continuing training of teaching professionals." Commitment reinforced in the 2014, National Education Plan (PNE)⁴, which presented in goal 15, the guarantee, in collaboration between the Union, the States, the Federal District and the Municipalities, of the National Policy for the Training of Education Professionals as described in items I, II and III of the caput of article 61 of Law No. 9,394/96 ensuring that all teachers of basic education had specific higher education training in the degree in the area of knowledge in which they operate.

In compliance with article 62 of LDBEN and Goal 15 of the PNE, there is the PIBID, implemented by Normative Ordinance No.38 in 2007, initially

⁴ The National Education Plan (PNE) determines guidelines, goals, and strategies for educational policies in the period from 2014 to 2024.

operating in areas with a shortage of professionals and, later, expanded and consolidated as the National Policy for Teacher Education, having as main points the appreciation of teaching, the increase in quality of the initial teachers education by articulating theory and practice, the insertion of the undergraduate student from the beginning of their formation, in the context of Basic Education, and the approximation between Basic Education and Higher Education.

For the feasibility of the study and data analysis, the following thematic axes were chosen: to be a professor of geography; the degree in geography by the University of Pernambuco and the PIBID; the supervised internship and the PIBID as overcoming simplistic perceptions of teaching and, finally, the PIBID as a foundation in implementing the link between higher education and basic education.

5. 1. Being a Geography teacher at a time of depreciation of education

Being a teacher, in the current scenario, involves challenges such as: depreciation at all levels, low pay, little recognition of the profession by society and terrible working conditions. The Federal Government's attempts to turn teachers against society, holding them responsible for educational problems, have been recurrent. This position does not consider that, in order to perform their work with quality, the teacher needs a set of elements that are lacking in Brazilian education, such as basic infrastructure of schools, libraries, laboratories, comfortable and adequate classrooms with a reasonable number of students and not overcrowded.

The moment experienced by Brazilian education can be realized by the materiality of the imposed National Common Curricular Base (BNCC) which, according to its creators, is a document to guide what is taught in schools throughout Brazil, encompassing all phases of Basic Education, from Early Education to High School, to promote equality of opportunities. The BNCC was approved in 2017 for Elementary School and in 2018 for High School. Along with this package of changes in education, later in 2018, the new teacher training policy was also launched, with the new PIBID and the Pedagogical Residency Program⁵, which should promote actions aligned with the BNCC. For the Ministry of Education (MEC), the new curriculum implemented in schools will bring the resolution of problems such as quality and equity.

For the implementation of the Base, the budgetary issues, the devaluation of the teaching profession, the infrastructure of the schools and other structural problems have not been considered to guarantee quality and equity, only the flexibility of the curriculum with the expansion of the workload.

Thus, to implement the BNCC it was necessary to reason centered on the flexible curriculum, the use of methodologies, digital equipment, and didactic subjects in order to stimulate the protagonism of students, an indispensable condition to overcome the difficulties in education. This discourse is part of a

⁵ The Program is one of the actions that integrate the National Policy of Teacher Education with the objective of improving practical training in undergraduate courses, promoting the immersion of the undergraduate student in the school of basic education, from the second half of his degree. Source: <https://www.capes.gov.br/36-noticias/9047-programa-residencia-pedagogica-inicia-pagamento-de-bolsa>.

movement originated from the World Bank introduced in Brazil in the 1970s and accentuated in the 1990s via neoliberal policies, centered on the privatization of education through the insertion of skills and competencies to do and learn; therefore, an emptying in the content, from practical activities usually detached from reality.

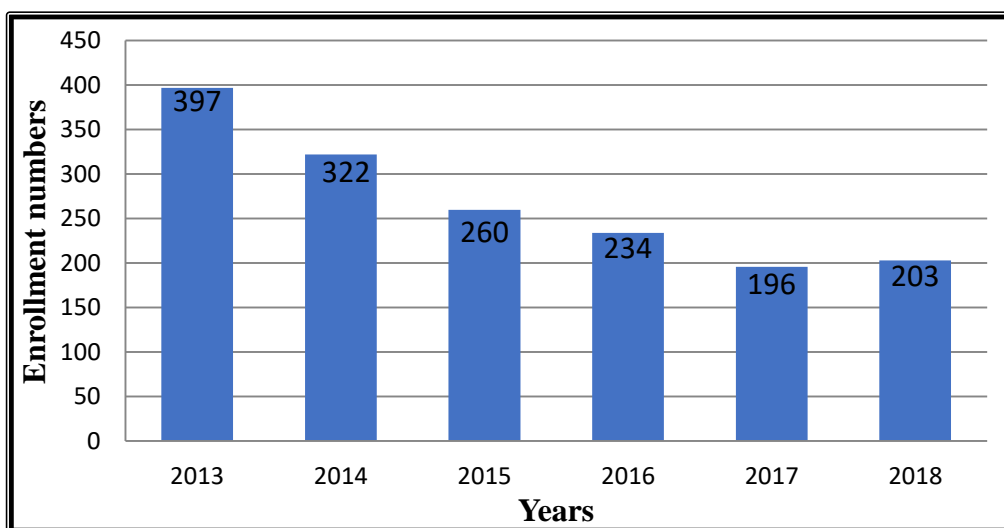
In this sense, geography is an area of knowledge of great importance in the process of formation of the individual, providing him with knowledge related to the understanding of the world, to the understanding of the reality in which he is inserted, contributing to the development of his critical reasoning, political reflection and to the understanding of the historical context in which he is inserted in a way that he can identify the contradictions present in today's society.

For Cavalcanti (1998, p. 24):

The purpose of teaching geography to children and young people should be to help them form more articulate and in-depth reasoning and conceptions about the space. It is about enabling students to practice thinking about facts and events constituted of multiple determinants.

Despite the importance of geographical knowledge, geography as a curricular component is experiencing a moment of depreciation that has had repercussions even in undergraduate courses, such as at the University of Pernambuco, which, until 2012, had the offer of two annual entries of sixty students in each one. Currently, it continues with two entries of thirty-five students in the morning and evening shifts; however, in both entries, it does not reach the number of vacancies available. Chart 1 shows that from 2013 to 2018, there was a 48% reduction in enrollment.

Graph 1 - Undergraduate students enrolled in geography (2013-2018)



Source: Academic Information and Management System-SIGA/2019.

Even though geography remains in Elementary Schools the same as before, in the High School reform, it will be covered by the Applied Human and Social Sciences axis, which encompasses history, geography, sociology, and philosophy. The contents should be determined based on the competencies and skills directed to the set of disciplines of the cited axis and not to each of the

disciplines specifically. These changes can influence young people not to choose the degree in geography for fear of not being able to get work, which has caused insecurity, because it already deals with a diverse workload, having to act as a teacher of other areas of knowledge such as arts, religion, etc., when working in schools with a reduced number of students.

In this context, Giroto (2017) draws attention to the need to understand the existing connection between the creation of the BNCC and the interests of economic groups on Brazilian education at the current moment. For the author, it is evident the participation of the World Bank and entities representing the Brazilian business sector in the elaboration of the Base, mediated by groups: "All for Education", led by Itaú, Gerdau and Roberto Marinho Foundation and the Lemman Foundation. What unites these groups is the diffusion of a business conception of education, without teachers of Basic Education, but with economic managers, with experiences in the private sector and in international organizations, among them, the World Bank.

In the formation of a social being, the geography teacher has the important role of working the geography in which the student is inserted, that is, to consider the reality of the student so that he can perceive himself in the context, building the look upon himself, so that he becomes an active individual in the struggle for the conquest and maintenance of his rights. (CAVALCANTI, 2012).

Thus, the initial training needs to prepare the geography teacher for his role in teaching both the domain of contents and in the development of practices that enable the student to establish a relationship between the content studied and his social reality. Regarding this need, Souza Neto (2008, p. 26), points out that, "if professional training is disqualified, teachers will tend to see in the textbooks and in the prescribed curriculum their lifeline and will reproduce exactly what is stated on the pages." Moreover, the teacher can hide behind the legitimacy and authority of the manuals or, in other words, value the book as an essential instrument, as a basic educational technology, displacing the teacher to the "place of the dead" (NÓVOA, 2009).

5. 2. The degree in geography at the University of Pernambuco and the PIBID

When implemented in Petrolina in 1968, the School of Teacher Training of Petrolina (FFPP), now the University of Pernambuco Petrolina Campus, offered Short Degree courses (three years) in Letters, Sciences and Social Studies. The Full Degree in Geography was born from the separation of the Short Degree course in Social Studies and was implemented in the Campus in 1978 when it was converted into Full Degree with eight semesters, through Resolution No. 05 of 12.04.1978 and decision No. 7778 of the State Council of Education.

The University of Pernambuco held its first entrance exam in January 1979, completing in 2018, 50 years, being responsible for the training of teachers in seven degrees: Particularly, the degree in Geography, responsible for training teachers to work in Basic Education in several municipalities, meets the demand from the students, mostly from the public network, state and municipal.

According to its Pedagogical Project (PP)⁶, the Geography Course at the University of Pernambuco, over the years, has been cementing the teaching-

⁶ Available at: <http://www.upe.br/petrolina/graduacao/cursos/licenciatura-em-geografia/projetos/>

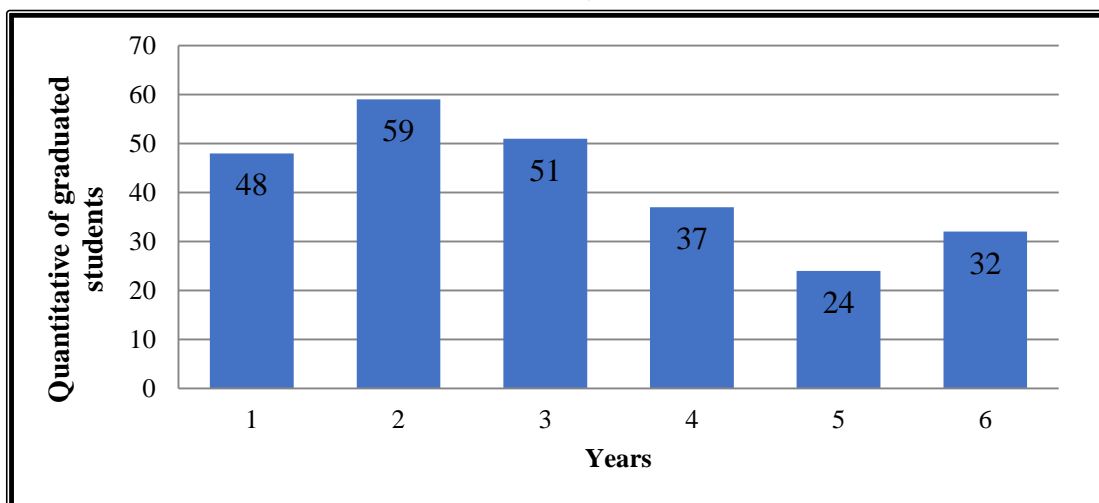
research-extension relationship with the creation of two research groups: Research Group on Society and Nature of the São Francisco Valley and the Research Group on Landscape and Natural Heritage, which accompany the transformations that occur in the space of the semi-arid Northeast, as well as the insertion of the local Sertão in the global scale.

Quality graduation is a visible concern of the Geography PP at the University of Pernambuco Petrolina Campus, which has as its general objective: to offer a solid academic training, based on the tripod: teaching, research and extension, for Geography teachers who will work in Basic Education. Souza Neto (2008, p. 49) illustrates that:

Thinking about the geographical space is the most fundamental task that geography teachers must perform along with their students. Because only by understanding this spatial dynamic is it possible to exercise citizenship by relating places and phenomena, landscapes and people, social processes, and natural transformations.

Even though the concern of the Institution in maintaining the quality of the Degree in Geography is visible, many problems have limited the effectiveness of its activities, among them: the non-investment by the Government of the State of Pernambuco, which has repercussions on the reduced number of effective teachers, the lack of laboratories for practical activities, the absence of transportation for field work, little collection available for studies and research in the library. Even facing difficulties, the course relies on the mobilization of teachers to seek viable alternatives and offer adequate training to their students, by encouraging participation in research, monitoring, and extension groups. In doing so, it does not absolve the State of its responsibility to provide education as a duty and right to free and quality education for the population. Graph 2 shows the number of professionals graduated in the geography course from 2013 to 2018.

Graph 2 - Quantitative of graduated students in Geography at the University of Pernambuco (2013-2018)



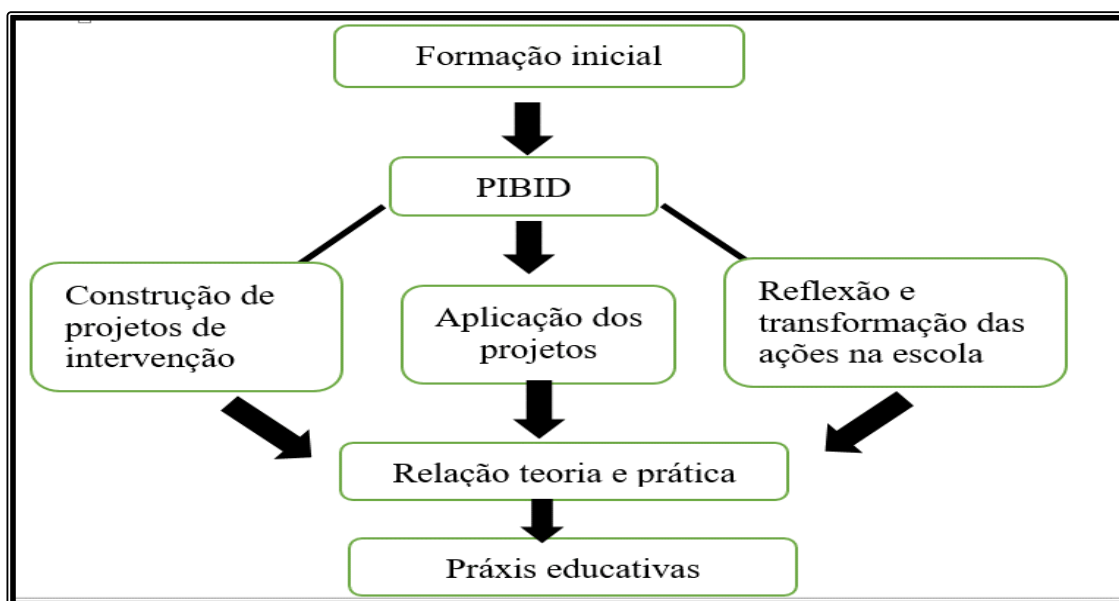
Source: Academic Information and Management System-SIGA/2019.

In 2014, the geography course and other undergraduate courses at the University of Pernambuco began to rely on PIBID in order to better prepare students for teaching. The undergraduates conducted activities through the institutional project "Multiple Looks: sertão/environment relationship through literary works", which had as an important work tool, literary works through which interdisciplinary projects and actions were developed in schools involving students, scholarship holders and supervisors from various areas of knowledge.

The relationship between theoretical knowledge at the university and practice in Basic Education schools is still a challenge due to the fact that teaching at the university is distant from the reality of schools, which hinders the development of the qualities mentioned above.

The undergraduates surveyed, emphasize the lack of practical activities during training, highlighting the importance of PIBID in providing opportunities for experiences that involve the approximation of theory with practice as shown in Figure 1, which illustrates the functioning of PIBID in initial training.

Figure 1 - The PIBID in initial formation



Source: PIBID Geography UPE Project. Creation: Authors (2019).

It is important to emphasize that praxis is not about applying theory in practice but presents itself as a possibility of transforming reality. In this sense, Caldeira & Zaidan (2013, p. 25) emphasize the need for concrete actions that must be "developed in order to contribute to promoting the rise of common consciousness to the praxis consciousness, providing the teacher with conditions to perceive himself as the subject of his work."

The contributions of PIBID in the formation of the subjects of the pedagogical praxis from the activities done in the schools provided an uninterrupted dialogue with the school that was limited to proposing how to make the students learn what was presented to them by the institution of Higher Education relegating the questioning to what? why? And for what? one should learn such a thing and not another, in such a way, etc. Thus, once made the

propositions, the development and monitoring of the activities in basic school in the geography subproject progressed with much dialogue, observations, field notes and reflections provided in meetings with all those involved to extract, along with the data from the questionnaires applied, the perception about how the knowledge under construction in school practice and those proposed by the university indicated redefinitions to the work developed by the scholarship holders.

5. 3. The supervised internship and the PIBID to overcome simplistic views of teaching

The supervised internship is an important curricular component in professional training because it is the moment in which the expansion and consolidation between practical knowledge and theoretical knowledge begins. In this sense, for Santos (2013, p. 66), the internship "provides an opportunity for undergraduates to interact with knowledge through concrete experiences, seeking to respond to the demands experienced in initial formation." For the author, the internship is seen as a place of research that also contributes so that the university creates new spaces for dialogue and coexistence around a more significant teacher formation.

The undergraduate student should be assisted by the guiding professors, both from the University and the School, with guidance and reflections necessary for their teaching practice

When questioning former PIBID fellows on the contribution of the internship in approximating the school and university, they argue that:

The internships do not work as they should in practice, they are done without monitoring in schools and PIBID comes precisely to fill the gaps left by the internship (Student 06).

The internship is insufficient in approximating the two, usually the student goes to the internship area, the supervising teacher only hosts some classes and signs the papers. The professor at the university only makes the referral, does not make any visits and by the end, receives the report (Student 05).

In the context of the relationship between school and university, the PIBID comes precisely to facilitate the approximation that does not occur in the training or during the internship, but not everyone has the opportunity to participate in the program (Student 12).

The statements show the distance between the supervised internship and teacher qualification, linking the PIBID to a more effective action regarding the monitoring of both the university professor and the supervisor, a teacher of Basic Education.

In this sense, Souza (2013) elucidates that internship ends up becoming a complex activity due to the student's difficulty in dealing with the contents and reality of the school for several reasons.

Abreu (2013) emphasizes that the PIBID presents a structure that allows for overcoming the 'classism' of the Supervised Internship, because it brings, into the teaching-learning relationship, the schoolteacher who acts as supervisor,

receiving financial aid to dedicate himself to the projects in which he actively participates in the construction and execution. PIBID participants emphasize that there are some similarities between the internship and PIBID, but highlights the PIBID experiences as more significant:

The similarities are in the syllabus and activities, in the contact with the classroom, but while in the internship, sometimes the schoolteacher leaves the student without assistance, in the PIBID we always have the supervisor accompanying us (Student 12).

What I have noticed working in both is that they have different proposals, but similar in practice, but in PIBID I have more possibilities and more help in conducting the activities (Student 01).

The PIBID allows more freedom and autonomy to the PIBID participant, unlike the internship that often you do only what the teacher determines (Student 13).

I did not find any similarities despite the challenges experienced in PIBID, in my internship the professor at the university did not know how to lead and guide us, not even on the bureaucratic part (Student 09).

It is evident the contribution of the PIBID in the gaps left by the internship, since the first receives financial aid directly from the Federal Government, for the development of pedagogical activities and scholarship for those involved, while the second does not have the same attention.

Within this contradiction, it is evident that there is no teacher training policy that reaches, in its entirety, the university and Basic Education, since there is a differentiation in the training of those who are in the PIBID or even the Pedagogical Residency Program and those who do only the curricular internship.

It should be noted that, if the teacher qualification policy were a priority of the State under the supervision of the University in the degrees, funding practical and theoretical activities in addition to a sufficient number of teachers to accompany the trainees in the partner field schools, it would not be necessary for programs such as PIBID or Pedagogical Residency. As emphasized by Gatti (2010), the new paths for the initial training of teachers depend on actions in educational policies in a more coherent and integrated way, and on a broader vision from executives and legislators of the educational and social context associated with the creative possibilities of the institutions and people who provide this formation.

5. 4. The PIBID as a foundation in cementing the connection between higher education and basic education: the contradictions

The PIBID, maintained by the Coordination for the Improvement of Higher Education Personnel (CAPES), under development at the University of Pernambuco, through a project that focuses on the quality and appreciation of school practices, enabled the distribution of scholarships for initiation to teaching

to undergraduate students, teachers at public schools and teachers of the institution.

In relation to the impacts of PIBID on the initial training of teachers and its contributions to building the teachers identities, it is concluded that the Program contributed satisfactorily to the training of future Geography teachers as it allowed for overcoming reductionist visions of the teacher, as well as the construction of the teacher's identity mainly in a critical and reflective dimension due to the exchanges of experiences made possible.

The relationship between theory and practice is considered essential in the process of training and construction of every professional, for the improvement of their actions. Resolution CNE/CP No. 02/2015 instituted the new National Curriculum Guidelines (DCNs) for the initial formation at higher level and continuing education, emphasizing the need to have an link between theory and practice in the process of the teacher education, based on the scientific domain and didactic knowledge, contemplating the inseparability between teaching, research and extension, highlighting the importance of recognizing Basic Education institutions as necessary spaces for the formation of teaching professionals.

The articulation of theory and practice occurs in the moment when the future teacher has both a contact with the reality of the schools and theoretical bases that enable reflections that will result in critical attitudes towards this reality, that is, reflecting on their actions and the repercussion on their daily lives allows their re-elaboration and understanding through a concrete situation.

Upon entering into force, Resolution CNE/CP No. 02/2015 imposes the obligation for all undergraduate degrees to comply with it. However, it still presents many problems in its operability because, according to Gatti (2010, p. 1357), even with partial adjustments due to the new guidelines, it is verified in the degrees, the prevalence of curricular activities focused on specific disciplinary areas and with little space for pedagogical training.

The university has been able to do little dialogue with the school, is unaware of its problems and, therefore, should transform it into an object of study, addressing the didactics and the working dynamics of the schools in the formation of future teachers instead of turning the academic concerns to a theoretical knowledge detached from the real needs of schools. Corroborating with the criticism of the disconnection between academic training and practical reality, Pereira (2000, p. 61-62) exposes the existing separation in teacher education courses by saying that:

The lack of integration between the degree and the reality where the undergraduates will act constitutes in a [...] "dilemma" faced by teacher formation courses. In other words, there is little integration between the systems that train teachers, universities and those that absorb them: the Elementary and Secondary Education networks.

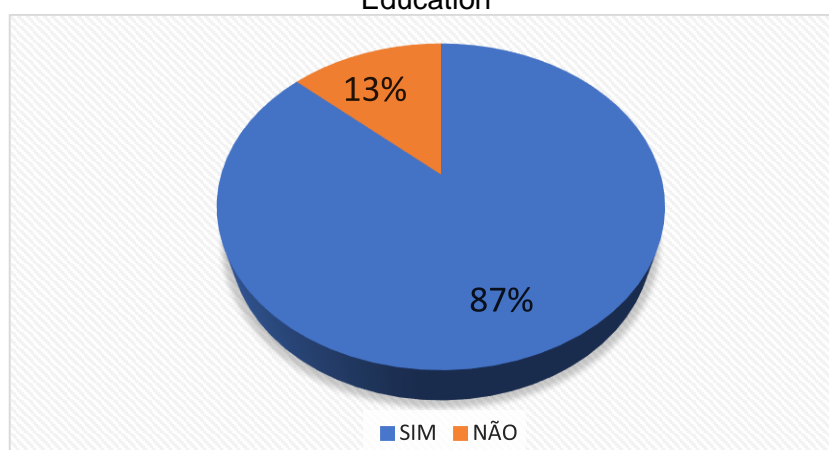
This separation was identified among the investigated institutions that can be understood by the formation process of teachers of the HEIs. According to Kaercher (2014), most Higher Education teachers have little, if any, experience in Basic Education. Thus, no matter how pertinent their diagnoses are, derived from their readings and research, they often lack the dialogue with the daily life of schools, immersed in problems that hinder their functioning.

Kaercher (2014, p. 234) also considers that having "a greater flow of exchange between colleagues in Basic Education and Higher Education is fundamental for the democratization of information. And here a remark is necessary: this dialogue is not easy to do. This struggle occurs due to several factors, among them, the role assigned to each institution; the university, in addition to formation, has to meet scientific production goals to maintain the quality index and this makes it move away from the practical field, the school; The school, on the other hand, must ensure student learning. In this context, both deal with problems in common: the workload of professionals ends up interfering in this school/university connection.

Regarding the initial training in geography, Kaercher (2014) proposes that the specific disciplines of each course must necessarily be linked - not subordinated - to the teacher reflection. They must be based on everyday reality and aligned with the question: how to work the knowledge built in the climatology, hydrology, cartography, etc. classroom, inside the Elementary and High School classrooms? The absence of this reflection on how to transform theoretical knowledge into teaching practices is a consequence of the distance between university and school that limits the ability of teachers to use their theoretical basis as a basis for reflection on their actions aimed at teaching situations in the classroom.

In addition to the implementation of the DCNs that guide the construction of undergraduate curriculum, seeking the relationship between theory and practice. The PIBID has, among its objectives, to bring closer together Basic Education and Higher Education and, in order to know how this articulation between the two segments has, in fact, occurred in the PIBID of Geography at the University of Pernambuco, the scholarship holders and former PIBID scholarship holders, undergraduates and teachers were asked if PIBID was able to bring Basic Education and Higher Education closer together. For 39 out of the 44 surveyed, this approximation occurred, as shown in graph 3.

Graph 3 - The PIBID in the approximation between Basic Education and Higher Education



Source: Field Research (2019).

As shown in graph 3, for the minority represented by 13% of the scholarship holders, some problems in the school hinder this approach in a more intense way, because to fulfill the PIBID activities there is no room for activities

outside the classroom, libraries that have been deactivated and various materials, including multimedia, that influence on the performance of the scholarship holders and the results of the projects. In this context, the problems mentioned also interfere in the fulfillment of objective IV of PIBID, which aims to provide opportunities for creation and participation in methodological, technological, and teaching practices in an innovative and interdisciplinary manner.

However, Graph 3 also shows that, for the 83% majority of PIBID participants, the interaction between school and university has occurred, enabling the understanding of how to intervene in the context of the classroom in several ways, among them: by creating projects involving the schools supervising teachers, the coordinating professor of the HEI and the scholarship holders; performing activities in the classroom involving undergraduates and supervising teachers and also with the participation of the undergraduates in the school events.

On the connection of school and university, the undergraduates, and graduates, highlight that:

By articulating school and university in a single project, PIBID enables us academics to live and experience everyday school life, qualifying us for the acting of the profession. There is also an interaction between teachers at the school and the university, the development of collective activities that provides a new look at teacher formation, overcoming the idea that in the university there is the theory, and, in the school, there is the practice (Student 01).

In PIBID we realize that the relationship between university and school is of paramount importance for undergraduate students because they can learn a lot more by living directly with the practice in schools, where they have the opportunity to develop interdisciplinary actions and recreational activities (Student 03).

The distance between school and university has decreased for the undergraduate student who is part of PIBID, because the activities are conducted involving everyone, students and teachers at the university and the school (Student 08).

The testimonies express that the experience in the school context, in an articulated way with the university, gives future teachers the opportunity to constantly reflect and build new teaching practices based on the school reality, providing interdisciplinary and playful experiences, and overcoming the reductionist discourse that theory is distant from practice. For the teachers involved in PIBID, the approximation happens, because:

From the subprojects developed, the distance between basic school and university was shortened in the most varied dimensions: social, political, and cultural. Today, one of the teacher formation programs that has the most positive results both with regards to teacher qualification and in rescuing and affirming the self-esteem of the subjects involved (Basic Education Teacher 01).

The approximation school and university occur at a time when we are at all times planning, applying, and discussing the results and challenges found in the everyday life of schools (Basic Education Teacher 02).

For the teachers, the development of School/University joint actions brings new knowledge built on the exchange of theoretical and practical experiences between undergraduates, teachers of Basic Education and Higher Education.

However, the PIBID is an action restricted to institutions that have their projects selected through CAPES notices, which limits the number of undergraduate students who can have a formation consolidated by the relationship between theory and practice, resulting in an inequality of access to a more qualified training that, fortunately, provides an integration between training and the performance necessary for the future teacher.

6. Final Considerations

The construction of pedagogical practices focused on the reality of the subjects that constitute the schools, the socialization of pedagogical practices and the systematic work in collaborative groups were the formative aspects, from the PIBID, identified as positive in this research that, even finalized, signals new studies, since the construction of knowledge is procedural and requires "the organization, the systematization of experiences and their discussion" which are aspects "extremely important and useful because they show, moreover, that any effective knowledge process has to be social and collective" (NETTO, 2011 p. 4).

In the public schools involved in the project, it is perceived how much the school knowledge is often considered unique and through unique languages and activities. This dynamic contributes to the exclusion of other experiences and knowledge, in general, from the popular classes. These formative spaces, despite being close in many aspects, have different configurations, with particularities and contexts that can influence, motivating or not the undergraduate students to the teaching career in basic education.

The inequality in providing quality training, a consequence of the limitation of PIBID grants, is only the confirmation of the contradictions of education in the capitalist system, since qualified teachers with critical training would contribute to the formation of conscious, critical, and active subjects in the society. However, this represents a threat to the current order that, impregnated with a model of education aimed at maintaining the state of alienation, in which the individual is prepared only to serve as a labor force for the market, becomes unable to recognize himself as an autonomous subject and responsible for his thinking and actions.

In this sense, corroborating with (Orso *et al.*, 2013) it is necessary that the teacher builds, during his training, through practical and theoretical knowledge, a conception of the use of education as a mechanism of inversion of the current social order through educational practices that form social subjects with technical-scientific knowledge and also with the ability to analyze the historical constitution of society so that, in fact, it can act consciously and intentionally in the struggle for its rights.

Building an education that can bring a transformative awareness to the realization of change in society requires of all teaching professionals, in addition

to mastering the contents, the ability to develop in the classroom pedagogical practices that can awaken in the students, including the understanding of the contradictions present in society.

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