



## **Pedagogical residency: Experiences and perceptions of residents in biology at Efasa, Pedro II – PI**

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## **ABSTRACT**

The proposal of the Pedagogical Residency Program (PRP) focuses on the idea of immersion of students of undergraduate courses in Brazil in the professional field, contemplating actions such as classroom management and pedagogical intervention, having as trainers the experienced teachers of the school and the teachers of the degree courses. Thus, the PRP makes a necessary articulation between theory and practice, based on the experience of the reality of basic education schools (SILVA; L; SANTOS NETO, 2021).

**Keywords:** PRP, Necessary articulation, Graduation.

## **1 INTRODUCTION**

The proposal of the Pedagogical Residency Program (PRP) focuses on the idea of immersion of students of undergraduate courses in Brazil in the professional field, contemplating actions such as classroom management and pedagogical intervention, having as trainers the experienced teachers of the school and the teachers of the degree courses. Thus, the PRP makes a necessary articulation between theory



and practice, based on the experience of the reality of basic education schools (SILVA; L; SANTOS NETO, 2021).

Articulating theory and practice in the process of initial training allows the students to build the identity and professionalization of teachers, since it is in the performance in the school environment as a place of theoretical-practical training that it is possible to reconstruct reflective practices and reinforces the issue of experiencing the real challenges of teaching (BARREIRO; GEHRAN, 2006).

Faria *et al.* (2021), when describing the experiences lived by residents in a school in Minas Gerais, observed that several factors influence teaching practice and the teaching and learning process. Among them, the authors highlight issues related to the school's infrastructure, the importance of experimentation in the teaching of Chemistry, as well as socio-affective factors.

Carmino, Braga and Machado (2022) also state that from PR it is possible to assimilate diverse knowledge, understanding that it is necessary for the teacher to be attentive to the needs of students and that the use of playful materials enables more dynamic and fun classes, facilitating the development of logical reasoning, favoring motor coordination, as well as stimulating active participation and concentration of students.

## **2 OBJECTIVE**

The objective of this work is to report the experience and perception of students of the Biology Degree course at IFPI Pedro II campus, obtained with the Pedagogical Residency Program (PRP) at the EFASA field school.

## **3 METHODOLOGY**

The activities were carried out at the Santa Ângela Agricultural Family School (EFASA), located in Pedro/PI, by students of the Biology Degree course of the Federal Institute of Piauí, Pedro II campus, under the supervision of a permanent teacher of the school. The activities were developed with classes of the first and second year of high school and were conducted in the classroom, involving everything from the preparation of didactic-pedagogical materials, to the execution of practical classes and the use of didactic games.

## **4 DEVELOPMENT**

The residents acted as active subjects through activities such as conducting and pedagogical interventions. From this direct contact with the reality experienced daily by the teachers, it was possible to live the same experiences as the teacher working in basic education, such as the difficulties related to the teaching methodology and situations related to the student's behavior.



The main theme of the work with the students of the second year of high school was "health in balance", with themes that dealt with the way of life of society and themselves, emphasizing the importance of education in the student's self-knowledge with regard to good life habits. Thus, working on the topic that talked about nutrition and the risks of a poor diet, with risks for the development of high blood pressure, the students took a pressure meter to measure how the students' blood pressure was, since one of the residents presents the technical course in nursing. But the activity was not reduced to the process of measuring pressure, because according to Paes and Paixão (2016), the educational process makes students capable of articulating knowledge, behaviors, skills, attitudes and practices and capable of transmitting this content to society. Thus, the students made the placement about when the pressure was within the expected pattern through an example of a traffic light on the board.

Another practice developed was a walk with the students in the morning on the edge of the Joana dam. This modality was chosen because it is a low-impact activity that provides well-being and disease prevention (MIRANDA; OLIVE TREE; LOPES, 2023). In addition, the trail was used as an important tool for environmental awareness, and the importance of the dam for the City of Pedro-II and all the surrounding vegetation was discussed.

Several studies point to the importance of articulating schools with health professionals and society, with an emphasis on the protagonist action of the entire school community in identifying needs, health problems, and defining strategies to discuss these topics (DALLACOSTA *et al.*, 2023). Pinto and Silva (2020) point out that most school health programs address topics such as vaccination, adolescent pregnancy and drugs, and Healthy Eating, whose purpose is to favor healthy habits and behavior change.

In the case of first-year students, a roulette game was developed to reinforce the contents already studied in theoretical classes by the classes, namely: introduction to genetics and mechanisms of evolution and speciation. The room was divided into two teams and each member of the team spun the roulette wheel that would stop at some content and the team would have to answer a question pertaining to the topic in a time of one minute. The students were very participative, engaged in solving the questions, worked as a team and demonstrated knowledge. In addition, the practice provided a review of the contents in a relaxed way and holding the students' attention.

Similar to the results obtained with the roulette game, Neri *et al.* (2020) emphasizes that the use of games and other playful instruments in biology teaching enables several theoretical-methodological, cognitive, and significant benefits for the teaching and learning process of students, mainly due to the participation, involvement, proactivity, and cooperation manifested by the participants of the game.



## **5 FINAL THOUGHTS**

The pedagogical residency program is of fundamental importance for the students of the degree course about the development of skills and abilities necessary to make the teaching-learning process more efficient for the educator. In the face of all the complexity, from the school in which the teacher works, through the classroom itself and even into the life of the education professional. We realize the need for better training to meet the different situations in which the teacher needs to attend with efficiency and professionalism so as not to jeopardize the students' learning.



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