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EXPERIÊNCIAS E ADVERSIDADES: RELATO NA RESIDÊNCIA PEDAGÓGICA DA LICENCIATURA EM QUÍMICA

EXPERIENCIAS Y ADVERSIDADES: INFORME DE LA RESIDENCIA PEDAGÓGICA DEL LICENCIADO EN QUÍMICA

EXPERIENCES AND ADVERSITIES: REPORT ON THE PEDAGOGICAL RESIDENCE OF THE DEGREE IN CHEMISTRY

Presentation: Experience Report

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INTRODUCTION

The Pedagogical Residency is a teacher training program, which aims to enhance the teaching practice of undergraduate students and provide a more intense and prolonged immersion in the school environment, enabling future teachers to apply their theoretical knowledge in real teaching contexts. The experience in a pedagogical residency can positively influence teacher training, student learning and the quality of the educational system.

The report of the experience in the Pedagogical Residency highlights the author's vision on education, improving his training and sharing experiences and learning in teaching the contents of the Chemistry discipline in the 1st Year of Integrated High School in Agroindustry, at the Federal Institute of Education, Science and Technology of Tocantins - Campus Paraíso. The author explores how this experience, the possibility of going beyond the theory seen throughout the course and entering the real world of classrooms, challenges, achievements and the conviction that her mission is to educate and inspire generations to come.

EXPERIENCE REPORT

For Freire (2003, p. 47) “Teaching is not transferring knowledge, but creating possibilities for its own production or construction”. He viewed education as a collaborative

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process in which teachers facilitate the construction of knowledge, while students play an active role in this process. This approach places a significant emphasis on practice and reflection, highlighting the importance of experience during the pedagogical residency. Training and the teaching profession are intrinsically connected, highlighting the relevance of practical experience in forging professional identity (Nóvoa, 2017). Contribute to the idea that reflection plays a central role in the development of professional expertise. Teachers who reflect on their practice are more likely to become experienced and effective educators. (Schön, 1983), interaction between peers and collaboration is important in the learning process. Development occurs when an individual learns with the help of someone more competent, emphasizing the relevance of guidance during residency. (Vygotsky, 1991). Teachers who have undergone more solid and prepared training tend to be more successful and confident in their interactions with students, compared to those who have had limited or insufficient preparation for a teaching career. (Darlinghammond, 2000).

To prepare the classes during the pedagogical residency, the Pedagogical Course Project (PPC) of the first year of Agroindustry, Didactic - Pedagogical Organization Regulations (ODP), National Common Curricular Base (BNCC), Moodle platform (AVA) were used. The classes involved students through group discussions, practical classes, solving exercises, group work and case studies (figure 1).

Figure 1. Student involvement.



Source: Authors, (2023)

This allowed them to apply the theoretical concepts they saw in the classroom to real-world scenarios, promoting better understanding. This ensured that the contents and activities



were directly related to the objectives and competencies in the course curriculum and the (BNCC) guidelines for secondary education.

The Moodle platform (AVA) was used as a virtual tool. Regarding student assessment, a combination of formative and summative assessment was carried out, including tests, group work and constant feedback to support students' academic and professional development. In the school environment, the author applied the concepts learned during graduation in a concrete and broad way. Interacting with students was one of the most enriching parts of the teaching residency. It is important to observe how different learning styles, personalities and life contexts impact the educational process.

Classroom management has proven to be a complex task, requiring organization, discipline and conflict resolution skills that can only be truly appreciated in practice. Unmotivated students or those with learning difficulties required patience and adaptive strategies. Discussing problems, sharing ideas and receiving guidance was fundamental to the author's growth as a future teacher. This collaboration highlighted the importance of an environment that supports professional development. Discussions often address the need for a comprehensive approach to teacher training. In addition to academic content, the development of socio-emotional skills and the understanding of students' sociocultural realities were also emphasized.

CONCLUSIONS

The experience in the teaching residency represented for the author a true journey full of discoveries, challenges and personal and professional growth. Theories, however solid they may be, need to be tested and adjusted in real classroom practice. The author discovered that the educator's true laboratory is the space where theoretical knowledge meets students' reality. In this context, interacting with students stood out as the most captivating and challenging part of their experience. Each student revealed themselves to be a unique entity, with peculiar needs, talents and experiences. This taught him that sensitivity to the classroom environment requires empathy, patience, and flexibility. Furthermore, collaboration with other educators proved to be essential. Sharing knowledge, techniques, and experiences with colleagues helped the author improve his practice and appreciate the importance of a strong educational community. Along the way, she also realized that learning is a constantly evolving process. Educators need to be



flexible and adaptable to changes in technology, educational policies, and societal expectations. His experience in the pedagogical residency strengthened his passion for education and the ability to influence the lives of students. She understood that the path to becoming an educator is challenging but rewarding.

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