

REDIVI – REVISTA DE DIVULGAÇÃO INTERDISCIPLINAR DO NÚCLEO DAS LICENCIATURAS  
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## **7 Supervised Internship: Educational Practice Research-Geography**

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**ABSTRACT:** This paper discusses some questions about teaching practice and teacher education, based on analysis and reflection on the intervention performed in the field of internship. These questions arise from the need to reflect on practice in a dialectical movement with the theory. Becomes relevant to tease out the contributions of Supervised Internship as overcoming the dichotomy between theory and practice, the development of teaching as an intellectual, critical and reflective activity, the construction of the identity of the teacher facing the encounter and confrontation with school reality. The purpose of this article is not exhaust the discussions on the topic, otherwise, is to open a range to further discussions from questioning the reality experienced by academics throughout the teaching practice. To construct the discourse on pedagogical practice we sought through investigation and research to build mechanisms to assess and reassess the faculty, ie research instruments such as a questionnaire administered at different times for the assessment of teaching practice action, with the purpose of realizing the construction of the teacher identity during the major in geography. As a starting point, reflections on teaching practice experienced during the Supervised the 6th and 7th period were used. These reflections enable further discussions and contextualizing the pedagogical practice.

**KEYWORDS:** Teaching Practice. Reflection of Teaching. Initial Training.