

**PRACTICAL LESSONS IN BOTANICAL EDUCATION: REPORT OF AN  
EXPERIENCE OF SUPERVISED INTERNSHIP IN BIOLOGY.**

**AULAS PRÁTICAS NO ENSINO DE BOTÂNICA: RELATO DE UMA  
EXPERIÊNCIA DE ESTÁGIO SUPERVISIONADO EM BIOLOGIA.**

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**ABSTRACT**

The purpose of this article is to report on the activities developed during the Supervised Curricular Internship in the licentiate course in Biological Sciences. As an internship, practical classes involving botany concepts were carried out for secondary school students from a school of the state of Dourados-MS. We have chosen to work with this theme because, for the most part, these concepts are approached in a decontextualized way, privileging the transmission of knowledge, resulting not only from the lack of stimulation in observing and interacting with plants, but also by the absence of Pedagogical material that may assist in their teaching. At the end of the internship, it was possible to show a great interest, involvement and participation on the part of the students which resulted on learning the concepts addressed.

**Keywords:** Knowledge. Methodology. Students. Involvement.

**RESUMO**

O artigo tem por objetivo relatar as atividades desenvolvidas durante a disciplina de Estágio Curricular Supervisionado no curso de licenciatura em Ciências Biológicas. Como atividade de estágio foram realizadas aulas práticas envolvendo conceitos de botânica, para alunos do 2º ano do

ensino médio, de uma escola da rede estadual de ensino do município de Dourados-MS. Optou-se por trabalhar com esse tema por que, na maioria das vezes, esses conceitos são abordados de forma descontextualizada, privilegiando a transmissão de conhecimentos, resultado não somente da falta de estímulo em observar e interagir com as plantas, mas também pela ausência de material pedagógico que possam auxiliar em seu ensino. Ao final do estágio, foi possível evidenciar grande interesse, envolvimento e participação por parte do aluno que resultou em aprendizagem dos conceitos abordados.

**Palavras-chaves:** Conhecimento. Metodologia. Discentes. Envolvimento.

The Supervised Curricular Internship is necessary for the student to approach the school reality, attending the functioning of the school and so can reflect on the importance of the biology teacher in the teaching and learning process of students. For Krasilchick (2004), interns are a way of introducing the license into the school, with the help of experienced guides who can guide and assist them in solving any difficulties that may appear.

The internship was held at the Menodora Fialho Figueiredo State School, located in Dourados, MS. The institution works with elementary and high school students, in addition to Youth and Adult Education - Supplementary.

The Science Laboratory has a workbench in its surroundings containing various materials such as solutions and reagents. In addition, it has a cabinet with glassware and some equipment like microscope and magnifying glass. The use of the laboratory should be scheduled a week in advance, as it is used in other disciplines such as chemistry and physics.

The activities of regency were developed in the second year of high school addressing concepts of botany. During the planning of the classes we chose to divide the theme into several sub-themes being them; Origin of the kingdom of plants, Bryophytes, Pteridophytes, Gymnosperms, Angiosperms, cellular structure and plant physiology. The classes always looked for

new ways to induce students' interest in the subject worked, because the most difficult part of botany work, according to some students, refers to the fact that "plants do not move". In this way, the teaching activities were organized seeking contextualization and information that attracted the attention of the students, in order to facilitate the learning of these concepts.

For Krasilchick (2008) the practical class helps students to interact and develop students' scientific concepts, thereby engaging them in science and experimentation, as well as allowing students to learn how to approach their world and how to develop solutions to complex problems.

From this perspective, practical classes were organized covering the groups of plants. This activity aimed to discuss the content addressed in the room, taking the opportunity to explain that botany can be learned in a different way from the traditional, so often found in many schools.

During class the students were able to see and manipulate the plants. They had the opportunity to identify which plant group they belonged to, their main characteristics, their evolutionary process, and especially, their ecological role within the environment. In this way, the students were able to overcome the "botanical blindness" that Katon et al. (2013), characterized by the difficulty of people perceiving plants daily, seeing the plants only as scenery for the lives of animals, understanding the vital needs of plants, not knowing the importance of plants in daily activities, not being able to explain basic aspects about them, and finally, not realizing their importance of the same in the biogeochemical cycles, causing a misunderstanding of the plants and treating them as inferior beings to the other living beings.

In one of the practical activities, a few examples of plants and various structures such as leaf, fruit, stem of the studied groups were taken to the classroom, so that the students, gathered in small groups in the classroom, manipulated and identified which group belonged to the plant structure. Subsequently, students should talk about the plants major evolutionary acquisitions.

For practical classes in plant anatomy, some slides of plant tissue were taken, such as xylem, phloem, stomata, trichomes, chloroplasts, in which students should visualize the structure, record

photographic images and draw what had been observed. In addition, they should do a research on the function of the displayed structure.

For Fagundes and Gonzales (2006), in High School, it can be characterized as a valuable strategy to develop concepts of biology from the manipulation of plants and their structures in order to make learning more engaging and thought-provoking.

At the end of the activities, it was possible to show a great interest, involvement and participation of the students. They also suggested doubts that, through the intermediary of the interns, were healed during the activities, allowing the students, from the concepts addressed during the theoretical classes, to solve the proposed activities in the practical classes, in search of meaningful learning. In addition, the students were evaluated through a written test, in which it was possible to observe better results than in the previous two-month period, when only theoretical classes were developed.

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