



LEARNING AND DISCOVERIES: THE JOURNEY OF THE SCIENTIST OF RELIGIONS IN SUPERVISED INTERNSHIP I AT JUAREZ DA GAMA BATISTA LIBRARY

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ABSTRACT

The objective of this article is to highlight the importance of Supervised Internship (SI) for students in the Bachelor's degree program in Religious Studies (CR) at the Federal University of Paraíba (UFPB). SI is an indispensable stage for the comprehensive and adequate education of students, allowing the application of theoretical knowledge in practice and the development of professional skills. The issue addressed is the need to complement theoretical learning with practical experiences, aiming to prepare students for the professional world. The methodology involved a partnership between UFPB and the Espaço Cultural Foundation of Paraíba, the choice of the Juarez da Gama Batista Library as the internship location, in-depth research on different religions, and the development of a schedule of activities. Satisfactory results included practical observations in the library, participation in meetings with managers, and organized cataloging of the religious collection. In summary, Supervised Internship was essential in the education of CR students, equipping them to face the challenges of the religious field.

Keywords: Supervised Internship. Religious Collection. Job Market.

INTRODUCTION

Supervised Internship I (SI) is a mandatory activity external to the Higher Education Institution (HEI), part of the Bachelor's degree program in Religious Studies (CR), and represents a novelty for students. However, despite being an external component, it is considered crucial for the education of CR students as it plays an essential role in the practical development of their academic education. Therefore, by providing this opportunity to students, the course offers a unique experience in applying the theoretical knowledge acquired, allowing them to gain specific skills related to the

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profession and the professional competencies necessary to work as scholars of religions.

Through SI, Bachelor's students in Religious Studies have the opportunity to experience the practical application of the knowledge acquired in the classroom, significantly enriching their learning. This unique experience allows them to explore practical aspects that are often not covered during theoretical classes. The interdisciplinary nature of this science requires an immersion in different religious contexts, and SI provides that practical experience.

However, it is important to emphasize that the evaluation of the internship should not be limited solely to the learning objectives established by the course. It is also necessary to consider the goals and expectations of the institution where the internship takes place. After all, the student may have learned a lot but may not meet the specific purposes and demands of that particular setting.

According to Carvalho (2013), the internship is an opportunity to observe and experience the real practice more closely. Even though it involves practical actions, it is essential to remember that the internship also aims at understanding the reality in which the intern is immersed. In this sense, it is the reality that presents itself to the observer, and not the observer who discovers it.

In this way, the apprentice plays an active role in this process. By questioning the reality of the internship, they have the potential to provoke transformations in that reality through their experiences and inquiries. As Werneck (2010) highlights, it is through these reflections and the engagement of the intern that changes can be driven.

Therefore, it is crucial that we, students of the Bachelor's Degree in Religious Studies, understand the importance of a shared evaluation between the institutions involved. Moreover, it is necessary that we take a critical stance regarding the reality in which we are immersed, seeking



transformations and significant contributions to the field of religions. The internship represents a valuable moment of learning and professional development, and it is through it that we can prepare more effectively for our future roles.

The analysis of practical performance by supervisors and compliance with curriculum guidelines are essential elements for the construction of the professional identity of the scientist of religions. This evaluative process allows the identification of strengths and areas that need improvement, contributing to the refinement of student training. Additionally, curriculum guidelines establish fundamental values for research and relevant activities throughout the undergraduate program, including internships, with the aim of ensuring quality education aligned with the requirements of the field.

The Internship provides students with the opportunity to apply the theoretical knowledge acquired throughout their education in CR. Following Marran and Lima's (2011) understanding, it is clear that the internship is essential for the student to prepare for their activities in the job market, but it goes beyond that.

During the period of experiences, students have the chance to work on their skills and competencies, both technical and socio-emotional, which are essential for personal and professional development. Thus, the student's formation as a citizen goes far beyond merely complying with market rules and requirements.

When well-structured and guided, the internship can provide comprehensive training, allowing us to experience in practice the activities related to our field of study. Additionally, the internship offers us a conducive environment to develop autonomy, adaptability, communication skills, teamwork, among other essential competencies.

Therefore, based on this understanding, we have proven effective in learning the competencies of the scientist of religions. Through the internship, we had the opportunity to enhance our theoretical knowledge, exercise our



practical skills, and, above all, develop as citizens better prepared to face the challenges of the professional world.

PRESENTATION OF SUPERVISED INTERNSHIP I INSTITUTION

Since its inauguration in 1982, the José Lins do Rego Cultural Space has been a reference point for a wide range of cultural activities. This venue houses a diverse variety of operational attractions, such as the Archidy Picado Gallery, Lutherie, Planetarium, José Lins do Rêgo Museum, Anthenor Navarro School of Music, Arena Theater, Paulo Pontes Theater, School of Dance, Science Station and mezzanines for exhibitions, Circus School, and the Juarez da Gama Batista Library (FUNESC).

In this sense, the creation of this space reflected the concern of government officials and cultural managers to foster culture and enable access for all citizens. Through theater, it is possible to stage theatrical performances, musicals, and dances, allowing for audience development and encouraging local artistic production. The art gallery offers exhibitions of works by artists from Paraíba and nationwide, stimulating dialogue between different forms of contemporary artistic expression.

Therefore, the José Lins do Rego Cultural Space is an important cultural facility that serves as a reference center for cultural production and enjoyment in Paraíba. Through the various attractions offered, the space consolidates itself as a facilitator for access to culture and an agent of social transformation, promoting inclusion and providing opportunities for the artistic and intellectual development of the population.

According to Câmara (2011), the Public Library of Paraíba was established in 1859 by Governor Lieutenant Colonel Henrique Beaurepaire Rohan and initially occupied rooms at Lyceu Paraibano. In 1939, it moved to a building on Avenida General Osório before permanently establishing itself at the Cultural Space, considered the largest art and culture complex in the state. It was later named after the writer from João Pessoa, Juarez da Gama Batista.



However, it was in 1982 that the Library became part of the Cultural Space, thus being subordinate to the "José Lins do Rego" Cultural Space Foundation (FUNESC), where it remains today. From that moment on, it was renamed as Juarez da Gama Batista Public Library because it acquired the entire collection of books from the writer and jurist from Paraíba through a purchase made by the State Government.

On June 22nd, 2010, the Juarez da Gama Batista State Library was reopened after being closed to the public for seven years. During this period, renovations and expansions were carried out to provide a suitable environment for study and services. Additionally, four new sectors were added: multimedia, restoration and binding, periodicals, and computer room. The renovation also prioritized books by authors from Paraíba, offering them a privileged space. As a result, the collection capacity increased from 1,000 to 5,000 books.

The Juarez da Gama Batista Library currently plays an important role throughout the state of Paraíba by becoming responsible for coordinating the State Public Libraries System. This system is linked to the Ministry of Culture and the National Library Foundation and aims to provide assistance to state municipalities regarding the creation of libraries, training, and technical support.

On the other hand, the Juarez da Gama Batista Library constantly seeks to update its collection and offer innovative services such as internet access and e-book lending in order to keep up with technological demands and public needs.

During my internship experience, I was able to experience the importance of the Library as a space where people meet, learn and share knowledge. I had the opportunity to interact with people of different backgrounds and ages, which provided an enriching experience of coexistence and learning.



In summary, the Juarez da Gama Batista Library plays a crucial role in promoting culture, education, and access to knowledge in João Pessoa. With a dedicated team and a wide variety of materials, the institution stands out as a reference point for those seeking information, entertainment, and personal growth.

THEORETICAL-METHODOLOGICAL FOUNDATION

We understand that Supervised Internship I initially concerns an academic research, where instruments will be used for data collection, analysis, classification, and organization. In this sense, Azevedo's (2011) understanding is that it is not possible to carry out research without first elaborating a viable project, where the stages must be planned. According to Azevedo (2011, p. 45), "A research project is a text that is not to be confused with the research report (monograph).", meaning attention is necessary to avoid confusion with the proposed instrument.

Therefore, the analysis related to the collection, the confrontation assistance of book listings and the physical collection, the available collection on, and the need for acquisition of collection, all related to literature and religion; concerning the internship, will be developed according to Silveira's recommendations (2018, p. 22), which guides the search for building scientific knowledge with accuracy and sensitivity. To succeed, it must prioritize the choice of method and techniques to be used, also observing the completeness of the phenomenon and paying attention to the delimitation of the theme that will make the research viable.

For the development of this Internship, concerning the current theme, we intend to work on the research according to Silveira's understanding (2018, p. 22) "The researcher develops accuracy and sensitivity to perceive the concreteness or appearance of a phenomenon. He strives for choosing and applying methods and work techniques.", deciding what is necessary for building knowledge within academic limits.



In this sense, a theoretical research will be carried out to understand how these two areas mutually influence each other and how reading and literature contribute to people's cultural and spiritual formation. The methodology includes book research and interaction with staff and visitors in order to obtain information about books and activities related to literature and religion. The internship goals are to get to know the library collection related to religion, assist with inventorying books, and possibly develop a collection dedicated to religion.

GUIDELINES AND INTERNSHIP EXPERIENCES AS A BRIDGE TO THE PROFESSIONAL FUTURE

Throughout our CR course, we had the opportunity to acquire theoretical knowledge about various religions, philosophies, and spiritual practices. However, theoretical learning alone was not sufficient for our complete and adequate professional development. In this sense, the Internship (ES) became an indispensable stage for us because it was through it that we had the opportunity to apply the acquired knowledge in practice and enhance it. The internship was a way to experience the reality of religions, deal with the specific demands of the field, and develop the skills and competencies necessary to act as qualified professionals.

Thus, the ES is an important stage in the academic journey of CR students at UFPB. Law No. 11,788, dated September 25, 2008, establishes the guidelines to be followed during the internship, ensuring that students have an enriching experience aligned with current legislation. Through the internship, students have the opportunity to experience the daily life of religious institutions, non-governmental organizations focused on promoting religious diversity, and even work directly with religious leaders.

Throughout this process, students can develop specific skills in the field, such as the ability to conduct research, create projects focused on interreligious dialogue, mediate conflicts, and provide spiritual assistance to different groups. All of this contributes to comprehensive training and entry



into the job market as qualified professionals ready to meet the demands of society.

So, according to legislation 11,788, it is possible to identify the foundation that addresses the practice of internships by students, with the aim of preparing them for the professional world, as explicitly stated in:

Article 1: The Internship is a supervised educational activity developed in the work environment, aimed at preparing students attending regular education in higher education institutions, professional education, high school, special education, and the final years of elementary education, in the professional modality of youth and adult education.

1st Paragraph: The internship is part of the course's pedagogical project, in addition to being integrated into the formative itinerary of the learner.

2nd Paragraph: The internship aims at learning competencies specific to the professional activity and curricular contextualization, with the objective of developing the learner for citizenship and work (Brazil, 2008, p. 1).

Internship, according to Brazilian legislation, is a supervised learning activity that takes place in the workplace, with the purpose of preparing students at different levels of education to enter the workforce. Moreover, it is a fundamental part of the course's pedagogical project and the students' formative journey, with the main objective of providing the development of professional skills and connection with the curriculum, preparing them for both life in society and the world of work. In this way, it plays a fundamental role in the individual growth of the individual, going beyond the demands and expectations of the professional sector, as:

This law establishes the objective of Supervised Curricular Internship as the preparation for productive work by students, aiming at learning competencies specific to professional activities and curricular contextualization. Its provision should be included in the pedagogical projects of undergraduate courses and integrated into the formative itinerary of the learner, thus, in a provocation or quest for the empowerment of the learner in any modality, stage, or level (Marran; Lima, 2011, p. 4)..

In this sense, Internship is essential for SR students as it complements theoretical knowledge with practical experiences. During the internship, students can work directly with the practical aspects of the profession,



enriching their learning. Furthermore, this stage allows for the interdisciplinary application of theoretical knowledge, exploring the diversity of religious contexts. Therefore, the internship is an important opportunity for students to engage in different religious experiences, preparing them for future professional activities and equipping them to handle the challenges of the religious field.

In this context, the experiences lived during the internship have become essential. Through the accounts, we were able not only to record our discoveries and learnings but also to contribute to enriching the scientific and academic knowledge in the field of SR

. The preparation for the start of the internship was a challenging and demanding task because there were high expectations of beginning to put into practice the knowledge acquired throughout the course. This is due to the fact that we are the first practical internship class of the Bachelor's Degree in Religious Sciences in Brazil.

The first difficulty faced in this process was identifying a suitable institution to carry out the internship in the areas of religious studies. As a solution, the Juarez da Gama Batista Library was chosen, which has a wide variety of books and materials related to the theme, thus becoming the chosen location for the internship. After this stage, the Internship Commitment Term and the Internship Activity Plan were developed, following the guidelines established for the Internship Modality: MANDATORY, which will be presented later.

The present internship opportunity was made possible through the partnership established between the Federal University of Paraíba (UFPB) and the Paraíba Cultural Space Foundation (FUNESC), with the valuable collaboration of the internship coordinator and supervisor.

However, it was essential for us, as interns, to deepen our knowledge in the study of religions, with the aim of acquiring additional information to efficiently handle the diverse collection available in the library. We had to



thoroughly investigate different religious systems, their doctrines, rituals, and traditions to be adequately equipped to provide guidance to library users and assist them effectively in their research and studies.

The preparatory stage also included the development of a schedule of activities to be carried out during the internship period. Our activities involved creating a database to catalog the religious collection, as well as organizing books related to the subject. These tasks required significant effort and commitment from us, the involved students.

In the initial stages of the internship, we had our first contact with our supervisor, where all of us, the interns, were introduced, presenting the necessary documents to start the activities. The mentioned supervisor, in a kind and welcoming manner, received everyone and provided all the essential guidance for the beginning of the internship period. Subsequently, she directed us to carry out the first practical observation in the previously designated space, which corresponded to the library. Upon entering this environment, we were met with a considerable number of books, organized on shelves, as well as students eager to acquire knowledge. The atmosphere in that place, characterized by silence and a sense of comfort, immediately sparked our interest and motivation.

After the subsequent stages, we had the opportunity to participate in a meeting with the operational manager of the library. The purpose of the meeting was to create a specific database for the collection, including sacred literature. During the meeting, we received detailed guidance on using the online Excel record system, as well as on the proper protocols for the transportation and handling of books. In this context, it was possible to understand the importance of the main objective, which was to develop a future religious reference center in the institution capable of providing users interested in studying and researching sacred works with simplified and well-organized access.



Following the guidelines for implementing the religious collection, we immediately started the subsequent stages. We, as interns, were responsible for meticulously recording information relevant to the books, following the norms established by the Universal Decimal Classification (UDC) system. In this way, we collected and inputted the necessary data to ensure the organization and uniformity of the information. This activity primarily involved noting the implementation date of the work, assigning the corresponding UDC code, recording the CUTTER code, as well as information about authorship, title of the work, volume (when applicable), and other relevant data, such as the place of publication, publisher, and publication date.

During this process, we identified the need to correct incomplete cataloging and also observed peculiarities related to certain themes, such as the distinction between Spiritism and Religion. Additionally, it was equally essential to ensure security by adopting measures to preserve the physical integrity of both employees and users.

Furthermore, we observed that we, as interns, lived up to the trust placed in our supervision, which granted us autonomy in decision-making and problem-solving. This permission, in turn, contributed to the increase in our motivation and engagement.

We understand that this entire process in the professional development of interns is crucial for us to become competent professionals and prepared for the job market. By gaining practical experience in a real work environment, we develop confidence and autonomy, learn to deal with the daily situations of a library, and become better equipped to face the challenges we will encounter in future employment opportunities.

FINAL CONSIDERATIONS

In the final assessment, it is relevant to highlight that the supervised internship (ES) carried out at the Juarez da Gama Batista Library provided Religious Studies students with the opportunity to apply the knowledge acquired throughout the course. Additionally, it allowed them to experience



firsthand the routine of professionals working in this field. Throughout this journey, we got a deeper understanding of the importance of the library as a space dedicated to research and learning, serving both students and the general community.

However, as researchers in the field of religions, we had the opportunity to be directly involved in the organization and provision of literary works, periodicals, and documents related to religious themes. This also led us to play a proactive role in guiding and assisting library users in searching for information about various religious traditions and their cultural manifestations. It is important to emphasize that this practical experience significantly contributed to enhancing our research, communication, and public service skills—essential characteristics for professionals working in the field of religious studies.

The assessment of our practical performance by supervisors and adherence to curriculum guidelines were essential elements in constructing our professional identity as scholars of religions. This analysis allowed us to identify our strengths and areas for improvement, contributing to the refinement of our education as students.

It is crucial for us, interns, to understand the importance of a shared evaluation between the involved institutions and to position ourselves critically regarding the reality in which we are immersed. Through our reflections and the engagement of all, we can drive changes and make meaningful contributions to the field of religious studies.

The legacy we leave for future stages is the appreciation of the internship as an essential part of the education for Religious Studies students. By recognizing the importance of this internship, we hope that the involved institutions continue to enhance and strengthen the methodology applied in the activities, aiming to ensure a more comprehensive education aligned with the demands of the field of work for scholars of religions. In this way, as



interns, we take on a fundamental role as mediators between knowledge and the general public in our professional field.

In summary, the process of implementing religious books at the Juarez da Gama Batista Library was of utmost importance for the growth and development of our Bachelor's degree program in Religious Studies at UFPB. The methodology employed proved to be effective in addressing the challenges faced by us interns, as it allowed us to deepen our knowledge of the study of religions and acquire additional information to better manage the library's religious collection. Additionally, the creation of an activity schedule and the meticulous cataloging of sacred books ensured the organization and standardization of information in the CDU system.

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