



## SUPERVISED INTERNSHIP IN LITERATURE AND SACRED: AN EXPERIENCE AT THE JUAREZ DA GAMA BATISTA LIBRARY

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### ABSTRACT

The aim of this article is to present the experiences lived by us, students of the Bachelor's degree in Religious Sciences (CR) at the Federal University of Paraíba (UFPB), during the Supervised Internship I (ES) carried out at the Juarez da Gama Batista Library, located within the Foundation Cultural Space of Paraíba (FUNESC). Through the internship, we sought to improve technical skills and expand the theoretical knowledge acquired during our academic formation. The methodology used to solve the problems encountered in the library involved a thorough analysis of the collection, identifying the main demands of the users, and implementing efficient organization methods. The results were obtained through the development of projects, such as the implementation of a standardized cataloging system and the organization of the sacred literature collection. The internship provided us, interns, with the opportunity to experience the work of a religious scientist in practice, aiming to contribute to professional development and the formation of a broad and critical view of the library's role in society.

**Keywords:** Supervised Internship. Religious Collection. Professional Training.

### INTRODUCTION

The Bachelor's degree program in Religious Sciences (CR) at the Federal University of Paraíba (UFPB) includes in its curriculum the course Supervised Internship I (ES), which represents the first stage of the program and consists of four internships, in accordance with the academic requirements established by the ES regulations.

Internship is an essential stage in the academic training process as it contributes to both the professional development and personal growth of students. The significance of this stage is supported by Law No. 11,788, dated September 25, 2008, which establishes guidelines for internship implementation.

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Furthermore, it is considered an educational act, as its main purpose is to prepare students for the world of work by providing them with practical and real experiences in a professional environment. It is carried out in higher education institutions, vocational education, high school, special education, and the final years of elementary education, encompassing various knowledge areas.

In this context, the Internship (ES) allows us to apply the theoretical knowledge acquired in the classroom to practical situations. This enables us to develop specific technical skills in our field, enhance our problem-solving abilities, and deepen our understanding of the professional reality. Additionally, the internship contributes to our personal growth by providing firsthand experience and direct contact with established professionals in the workforce. This interaction allows us to learn from the experience of those who have already navigated the professional path, receiving guidance, advice, and feedback that contribute to our development as individuals and citizens.

Another important point to highlight is that supervised internship allows us to become acquainted with different practices, methodologies, and work routines, enabling us to make more informed choices about our future careers. By experiencing various professional environments and contexts, we have the opportunity to engage in diverse activities and responsibilities, contributing to the maturation of our perspectives and interests.

According to Carvalho (2013), the internship is a crucial experience for those who wish to have a closer encounter with real-world practice. During this period, it is possible to observe and actively participate in practical actions related to the field of study. However, it is important to remember that the internship is not only about the practice itself but also aims to provide the intern with an understanding of the reality in which they are immersed.

The intern has the opportunity to experience the day-to-day aspects of a specific profession or field of study, allowing for a better understanding of the demands, challenges, and peculiarities of the work environment. By being



immersed in this context, it is the reality that presents itself to the observer, and not the other way around. This means that the intern should be open to absorbing and understanding the reality presented to them, seeking to comprehend how things work in practice and how the theories and concepts learned in academia are actually applied.

Furthermore, the internship also provides the intern with the opportunity to establish contacts and build a professional network. By interacting with colleagues, superiors, clients, and other individuals involved in the professional routine, the intern can form connections that may be crucial for their personal and professional development in the future.

Therefore, the internship goes beyond mere completion of practical tasks. It is an opportunity for immersion in the professional reality, for learning, and for skill development. It is important to view this experience as a chance for growth, to broaden horizons, and to acquire knowledge that will be valuable throughout one's career. The intern should be willing to observe, absorb, learn, and adapt to the reality presented, thereby maximizing the benefits of this stage in their education.

### **EXPERIENCES OF SUPERVISED INTERNSHIP**

During our Religious Sciences (CR) course, we were given the opportunity to delve into various theoretical aspects of religious diversity. However, we noticed that theoretical classes were insufficient for us to obtain a complete and adequate professional education. In this context, the internship became an indispensable stage for us, as through it, we all had the opportunity to put into practice the knowledge we absorbed and refine it. The internship, without a doubt, was the means to experience the reality of religions, and from these insights, we were able to continually improve our skills, understanding our limitations and always seeking refinement.

Therefore, we reaffirm that the legislation 11,788 in its paragraphs cited below:



Article 1. Internship is a supervised educational school activity, carried out in the work environment, aimed at preparing students attending regular education in higher education institutions, vocational 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 integrating the formative itinerary of the student.

2nd paragraph: The internship aims at learning skills specific to the professional activity and at contextualizing the curriculum, with the objective of developing the student for civic life and work (Brazil, 2008, p. 1).

It underpins the practice of student internships by imposing clear regulations to ensure proper preparation of students for the professional world. The law emphasizes the importance of interns gaining practical work experience to apply the theoretical knowledge acquired in the classroom.

Furthermore, the legislation also emphasizes the need for interns to be supervised by a competent professional who guides and oversees them throughout the entire internship period. This supervision is essential to ensure the quality of the student's learning experience, as well as the safety and adherence to labor rights. Moreover, it is of utmost importance for interns, as it establishes the rights and duties of both the intern and the hiring company.

During the period in which I carried out my internship at the Juarez da Gama Batista Library, I could practically experience what was mentioned earlier about the importance of professional supervision. From the very first day, I was assigned a mentor who closely accompanied me in all activities. This supervision not only provided me with a safe and supportive environment but also allowed me to make the most of my learning and the development of my skills and competencies.

The guidance received was crucial for me to become acquainted with the institution's routines and understand the context in which I was placed. Simultaneously, the supervision also clarified the rights and duties of both us, interns, and the hosting entity, establishing a relationship of transparency



and trust. Throughout the internship, I could realize that supervision was a fundamental pillar to ensure not only compliance with legal aspects but also a quality professional training.

In the current context, the experiences gained during the internship period have acquired exceptional importance. By sharing our accounts, we will not only be documenting the experiences lived as interns but also ensuring that we contribute to the advancement of scientific and academic knowledge in the field of Religious Sciences.

The beginning of our internship was marked by great anticipation, perhaps because we were the first cohort of the Bachelor's degree program in Religious Sciences to undertake practical internship in Brazil. After confirmation from the hosting institution, the library, we began to prepare by arranging the necessary documents: the Letter of Introduction (CA), the Commitment Agreement (TC), and the Internship Activities Plan (PAE), following the guidelines established for the MANDATORY Internship Modality.

The next stage unfolded with the warm reception from the supervisor at the internship site, which was the library. After being introduced, we were invited by her to explore the environment and the literary space of the institution. In this initial encounter, I realized how crucial that observational moment was for my professional development.

In the subsequent stages, following the rules established by the hosting institution, we began identifying books displayed on the shelves, which focused on the theme of religion. We observed that the classification of the books adhered to the Universal Decimal Classification (UDC) categories. "Classification consists of determining the subjects of the books and the alphanumeric codes that represent them, enabling their retrieval by subject or type" (Romani; Borszcz, 2006, p. 39).

Continuing with the activities, we carried out the listing and cataloging of books on religion and religious practices. "Cataloging is a process of descriptive representation of each material incorporated into the collection,



which involves filling in data entry spreadsheets or creating catalog cards" (Romani; Borszcz, 2006).

It is important to highlight that the entire process of implementing the religious collection was carried out by the interns, aiming to provide practical learning to students in the professional field. This stage of book implementation carefully followed the guidelines established by the Universal Decimal Classification (UDC) system. Thus, we collected and inputted the necessary data to ensure organization and standardization of information. These tasks primarily involved recording the implementation date of the work, assigning the respective UDC code, registering the CUTTER code, along with information about the author, title of the work, volume (if applicable), and other relevant details such as the place of publication, publisher, and publication date.

During the development of this process, we identified the presence of literature with incomplete cataloging problems, as well as some distinctions related to topics such as Spiritism and Religion. Additionally, it was crucial to ensure the safety of both interns and employees and users through the appropriate use of Personal Protective Equipment (PPE).

In light of all the experiences gained during this internship, we believe that the professional development of interns plays a crucial role in preparing them for the job market. By having the opportunity to acquire practical experience in a real work environment, we are able to develop essential skills, such as confidence and autonomy, necessary to address the day-to-day demands in a library. Moreover, this process empowers us to successfully confront the challenges that will arise in our future employment opportunities.

## **FINAL CONSIDERATIONS**

In light of the above, I consider that the Supervised Internship I of the Bachelor's degree program in Religious Sciences at the Federal University of Paraíba plays a fundamental role in my training process. This stage provides the practical application of theoretical knowledge acquired in the classroom,



the development of specific technical skills in the field, and a deepening of my understanding of the professional reality.

Furthermore, the internship contributes to my personal growth by allowing me to experience and have direct contact with professionals already established in the workforce. My interaction with these professionals enables me to learn from their experiences, receive guidance, and gain advice that enriches my development as an individual and Citizen.

It is important to emphasize that the internship goes beyond mere completion of practical tasks, representing an opportunity for immersion in the professional reality, learning, and skill development. I must be willing to observe, absorb, learn, and adapt to the reality presented to me, making the most of the benefits of this stage in my education.

The legislation that regulates internships, such as Law No. 11,788/2008, underscores the importance of this practical experience for my proper preparation for the professional world. It establishes clear guidelines that ensure the quality of my learning, proper supervision, and respect for my labor rights as an intern.

In the specific context of the Bachelor's degree in Religious Sciences, the internship allowed me to apply theoretical knowledge about religious diversities in a practical way. Through it, I could experience the reality of religions more closely, continually enhancing my skills and seeking both personal and professional development.

In this sense, the experiences reported during the internship at the Juarez da Gama Batista Library highlighted the importance of professional supervision, providing a safe, welcoming, and conducive environment for my learning and development. Supervision also proved to be essential in clarifying my rights and duties as an intern and those of the hosting institution, establishing a relationship of transparency and trust.



Finally, the experiences gained during the internship contributed to the advancement of scientific and academic knowledge in the field of Religious Sciences. By sharing my accounts and learnings, I contributed to the expansion of knowledge in this area and the strengthening of my professional development as a future Bachelor in Religious Sciences.

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