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This edition consists of a dossier, five continuous articles and an interview. The dossier *History of Education: Collections, Repositories and Memory Centers*, organized by Alessandro Carvalho Bica, Reginaldo Alberto Meloni and Virginia Pereira da Silva de Avila brings together 08 texts produced by researchers in the area of history of education who have been dedicating themselves in recent years to the themes of Historical Collections, Digital Repositories and Memory Centers. The purpose of the dossier was to encourage reflections on what moves research and researchers in this field of study, as well as to problematize the empirical actions of research, the researcher and the places that are/have made it possible to think about historical research in the 21st century, which are, in this case, Collections, Repositories and Memory Centers. In addition to research carried out in different Brazilian states (São Paulo, Sergipe, Rio de Janeiro, Rio Grande do Sul, Mato Grosso and Pernambuco) with different focuses of analysis, the Dossier presents an investigation carried out at the Museu Escolar dos Marrazes, located in the urban parish from the municipality of Leiria, central region of Portugal.

Next, the five continuous flow articles address topics on the training of Professional Education teachers, the teaching and learning processes in Higher Education, the importance of children's literature for the literacy process, the body in Physical Education and health policies. inclusive education.

The text by Aleksandra Nogueira de Oliveira Fernandes, Stenio de Brito Fernandes and Marlúcia Menezes de Paiva socializes research that aimed to highlight the scientific production developed in postgraduate studies in Brazil, on Law No. 5,692/1971, promulgated on August 11 1971. Thus, in the text entitled *Law No. 5,692/1971 and the training of teachers in professional education: a review of the state of knowledge*, the authors note that, of the 464 works found, 28 of them have a connection with the aforementioned Law when address its implementation, teacher training in some state in Brazil and the curricular changes that occurred to the detriment of this legislation. Thus, in general terms, the research presented contributes to strengthening the History of Professional Education as a field of knowledge and research, in the scientific and social role, expanding discussions on teacher training in a

historical perspective and denoting the need for investment in investigations into teacher training for Professional Education.

The article prepared by Yasmin Saba de Almeida, Geilsa Soraia Cavalcanti Valente and Érica Brandão de Moraes, called *Problematizing methodology with the use of the Maguerez arch in teaching nursing management in the post-pandemic period*, includes research carried out on the teaching strategy- learning used with students in a Nursing Management discipline in the post-pandemic period. The experience was experienced in the mentoring process with undergraduate nursing students enrolled in the Nursing Management discipline and was conducted through the problematizing methodology using the Maguerez Arc. The analysis of practice provided the development of strategies based on the problems observed in practice, making their construction and application meaningful. Furthermore, given the specificities inherent in the process of adapting teaching to the post-pandemic period, it contributes to reflecting the importance that, faced with a new perspective for training, the student remains the protagonist of their learning, being able, in this case, this person will be offered the best strategies for consolidating their profile as a nurse. In this way, sharing successful experiences in the health education field represents an important strategy for strengthening the teaching-learning process, helping to train nurses with greater autonomy and security in their practices.

Carla Maria Leidemer Bruxel and Vidica Bianchi share, in the text *Children's Literature in the process of appropriation of reading and writing*, the results of a research on scientific productions that deal with the contributions of children's literature to the appropriation of reading and writing in the early years of Elementary Education. The analysis was carried out based on two categories: a) literature and imagination; and b) literature and construction of meanings. The reflections raised indicate that children's literature develops the imagination and provides immersion in written culture. Through children's literature it is possible to develop activities that include linguistic, interactive and sociocultural aspects, as well as promoting the construction of meanings in the literacy and literacy process. The authors reiterate that children's contact with literature books should begin from a very early age, even in environments outside the school context, even if the student does not know how to read and write, and that this movement contributes to forming critical, competent readers and active.

The article produced by Marcel Farias de Sousa, entitled *The Marxian-Lukascian ontology of social being: contributions to studies on the body in Education Physics*, discusses the essential characteristics of the ontology of the social being treated by György Lukács, based on the recognition that in the work of Marx and Engels there is an explanatory social theory about the human-social being. The author shows that human corporeality is treated in the constitution of the social being present in the Marxian method and in the mature work of Lukács, contributing with important notes to the contemporary debate in Physical Education on the issue of the body, in particular, by offering foundations for a anchoring on the constitution of corporeality as an expression of social relations constituted from the human socio-metabolic process with nature, work. Furthermore, it emphasizes that human corporeality based on the ontology of the social being, does not mean only carrying out the genesis of the studied topic, but also dealing rigorously with the contemporary determinations and mediations that affect the human being, in the context of recent productive restructuring, and sociality in the capitalist mode of production which, as a direct and indirect consequence, affects the corporeality of human and social beings.

In the text *Inclusive education and its theoretical documentary support*, Elizabete Cristina Costa-Renders and Fernanda de Menezes Angelo present a review of the main international and national documents on school inclusion, in order to provide a panoramic view of the provisions of the Brazilian regulatory framework, taking into account the new challenges that special education from an inclusive perspective imposed on education networks and school spaces. The results of the analysis identify an impact of international inclusive education policies on the construction of the legal framework of Brazilian education, as well as demonstrating a continuous and gradual construction of the new proposal for the education of people with disabilities in Brazil towards its transformation towards more accessible and equitable education. However, as setbacks are possible, the authors draw attention to us to remain alert to the issues that call into question the rights achieved in the field of inclusive education.

Finally, the last socialized text is an interview carried out by Paulo Santos Lima Júnior and Luiz Felipe Alcântara Hecktheuer with Professor Dr. Danilo Gandin and published in Portuguese and English. It was named *Interview with Danilo Gandin: conversations with an*

old educator, inspired by the maxim that the interviewee himself usually reproduces: *the devil is wise not because he is the devil, but because he is old*. And this old educator honors his title (Jesuit by training, teacher, father, grandfather, researcher), offering us, in this interview, with reflections so that we can, like him, remain, above all, passionate about life and doing things in the world. education.

We hope that the diversity of themes covered in this edition will contribute to expanding the dialogue in the area of education. Happy reading to everyone.

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