

e-ISSN: 1981-8416

INTER•AÇÃO

Journal of the Faculty of Education of UFG

50

Goiânia, n. 2, may/aug., 2025



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Inter-Ação is the quarterly journal of the Faculty of Education and Graduate Education Program FE/UEG, from Federal University of Goiás. Its goal is to blind ad hoc reviewers and members of the Scientific Council, unpublished work resulting from theoretical studies and research on education, including, mainly, the following topics: Cultural and educational processes; State Policies and educational practices; Education, labor and social movements; and Fundamentals of educational processes.

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Cover Illustration:
Cidade silenciosa
Year: 2025
(<https://culturaniteroi.com.br/blog/macniteroi/6483>)

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Special Support:
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Catalographic Card:

INTER-AÇÃO. Revista da Faculdade de Educação, UFG, v. 1, 1975 – Goiânia: FE/PPGE/UFG, v. 50, n. 2, may/aug., 2025.

Quadrimestral.
ISSN: 1981-8416

1. Universidade Federal de Goiás – Faculdade de Educação – Periódicos.

CDU 370

Indexed in:
Bibliografia Brasileira de Educação – BBE. CIBEC/INEP/MEC
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PRESENTATION

Eu reconheço que o que acontece em Gaza é genocídio. Isso não significa que isso não me dói. Essa geração, a geração dos meus filhos, que têm família em Israel, vai crescer sendo acusada de que o país com que têm vínculos profundos praticou genocídio.

(Michel Gherman, 2025).

The selection of this short excerpt from the interview with Michel Gherman, a professor in the Social History program at the Federal University of Rio de Janeiro (UFRJ), and Mônica Bergamo (UOL) is intentional. The first is to define the historical period in which we are living and the genocide that is taking place in Gaza. In the last two years alone, this genocide has caused over 60,000 deaths, most of which were civilian women and children. This genocide is also manifested in the denial of humanitarian aid, deaths from hunger, lack of medical care, and the use of modern warfare technology. This genocide is happening in real time. The second intention is to address the complexity of the issue and denounce, study, and disseminate it. This is where knowledge and science are produced, and their role in society is examined—that is, to warn against such genocides and prevent their repetition. The third intention is to draw attention to our role as an educational journal in disseminating knowledge that contributes to training, critical thinking, and intervention in society to promote life and social justice.

We have chosen to focus on this issue because Brazil is holding a trial in early September 2025 against those accused of attempting to overthrow the democratic rule of law on January 8, 2023. The trial reveals how conservative and neoconservative forces in Brazilian society have been vying for political power, endangering Brazil's fragile democracy. Brazil has experienced numerous coups, including the 1964 coup and the more recent 2016 coup against President Dilma Rousseff. These events threaten and weaken the democratic process, prompting constant vigilance and mobilization in defense of Brazilian democracy.

Inter-Ação is a periodical affiliated with a graduate program in education at a public university. The journal publishes research findings and plays an important role in highlighting themes, topics, and approaches that address educational issues. The journal also presents research that addresses pressing societal issues.

With this in mind, we have carefully organized this issue for you, dear reader. This issue discusses youth and adult education, early childhood

education, teacher experiences and training, educational fundamentals, education and technology, inclusive education, and higher education. It is organized into eight sections based on a set of articles. The first section, Youth and Adult Education, consists of articles entitled: *The Pedagogical Principle of Hope in the Voices of Young Workers in Popular Pre-College Courses*; *Operational Guidelines for Youth and Adult Education (EJA) in Times of Educational Reformism: on the Loss of Rights, Resistance, and Hope*; *Youth and Adult Education: Between Defenses, Policies and Reality*; and, *Black Scholarship Students in Public Universities: a Cartography of (R)Existences*. The second section addresses Early Childhood Education with the articles entitled: *The Interpretative Resonances in Shared Readings by Children: Between Speech and Silence*; *Interacting and Playing in Early Childhood Education: Contributions to Thinking About Scientific Knowledge*; *The Social Role of the University Toy Library and its Contribution to the Retention of Student-Mothers at CAP/UERN in Higher Education*. Block three encompasses the analysis of two different teaching experiences with the following articles: *Managerialism and Resistances: Experiences of Women Teachers in the Public School System of Porto Alegre*; and *Teaching Material for Spanish Language Education Related to Migration and Xenophobia: Creation and Analysis Process*. The fourth block, addressing teacher training, includes the following articles: *The Importance of the First Moments to Initial Teacher Formation: Some Initial Questions About Teacher Training of History, Aesthetics, Art and Teacher Training: Constitutive Elements for the Teaching Activity of a Student-Teacher*; *English Language Teachers' Perceptions in the Early Years Of Schooling: Initial Teacher Education and Challenges*; and *Memory and History of Angelina Bebiano School and Corcovado Village in Breves, Marajo, Pará: the Perspective of a Retired Teacher and a Former Student*. The fifth block was organized with various articles that we classify as fundamentals of education. These are: *The Disputes Over School: Genealogy of Capitalist Discourse in Education and Resistance Tactics*; *Labor, Education and School Training: the Counter-Reform of Secondary Education in the Context of its Implementation in the State of Rio de Janeiro*; *The Cultural Democracy in Education Reform: the Radio Education Project of The New School Advocate Garcia de Rezende*; *Conceptual Reflections on the History of Educational Policies: Theoretical Possibilities and Contributions of Gramsci*; *Discussions on Education and Labor in the Academic World: Current Approaches and Perspectives*; *Theoretical Foundations of Education: the Influence of Classical Thinkers on the Construction of Contemporary Education*; *"Remembrance of Nature Within the Subject": Contributions from Critical Theory to Rethink Environmental Education*. The sixth block is dedicated to the discussion

of education and technologies, and consists of the articles: *Education in the Post-Truth Era: Outlook of the Convergence Between Education, Communication and Technologies in Contemporary Times Besieged by Misinformation*; National Digital Education Policy: Teacher Education in Perspective; *Application of an Investigative Teaching Sequence and the Production of Educational Games in Teaching Cell Biology*; *Implementation Policies for Digital Technologies and Artificial Intelligence in Education: What the 2024–2034 National Education Plan Proposal Says*; *Cinema na Escola: Media Education and Audiovisual Teaching Practices*. The seventh section addresses inclusive education through the articles: *Education from an inclusive perspective: Education From an Inclusive Perspective: Reflections Based on Teachers' Experiences During the Pandemic*, and, *Interfaces Between Soviet Pedagogy and Decolonialism: Possibilities for Special Education*. Finally, the eighth section is dedicated to higher education with two articles: *Pedagogical Practices for Qualifying Textual Production in Higher Education: a Literature Review*, and *From Improvisation to Versatility: How Brazilian Multi-Career Paths Prepare Artists for the U.S. Market*

We hope this issue promotes positive debate and questions, and contributes to Brazilian education. So, please read, share, and enjoy our magazine.

Certain that the fight for a better world for all people around the world must be the tuning fork that unites us, we return to the song by Ronaldo Bastos and Alberto de Castro Guedes, immortalized in the voice of Beto Guedes

Quando entrar setembro
E a boa nova andar nos campos

[...]

Já choramos muito
Muitos se perderam no caminho
Mesmo assim, não custa inventar
Uma nova canção que venha trazer

We hope that this spring will bring an end to the genocide in Gaza and that the fight for better times can be a song sung in every corner of the world.

Happy spring!

Happy reading!

Miriam Fábria Alves
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Goiânia/GO, September 8th, 2025.