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51

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 Its goal is to blind ad hoc reviewers and members of the Scientific Council, unpublished work resulting from theoretical studies and research on education, including, mainly, the following topics: Cultural and educational processes; State Policies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

FEDERAL UNIVERSITY OF GOIÁS - UFG

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PRESENTATION

50 YEARS OF THE INTER-AÇÃO/FE-UFG JOURNAL: words from the organizers of the Commemorative Dossier

The *Inter-Ação Journal*, from the Faculty of Education at the Federal University of Goiás, was created in 1975, when this academic unit was only seven years old. Therefore, the history of the Journal is intertwined with this institution of teaching, research, and extension. When the first volume of this Journal was launched, we were under censorship by the Military Dictatorship, which Brazil suffered from 1964 to 1985. In the 1970s, technocratic principles detached from criticism predominated in Brazilian education, and perhaps for this reason, its editors, as well as the researchers with their texts, were not directly affected by the censors.

With the redemocratization process in Brazil in the mid-1980s, the Federal University of Goiás pioneered the replacement of enrollments with subjects and instituted a sequential system. The Faculty of Education, also during this period, overcame the predominance of technical aspects in its undergraduate Pedagogy course, which qualified "specialists," in favor of training teachers for the initial grades of primary education, while maintaining the qualification for teaching pedagogical subjects in secondary education.

These changes were observed, studied, evaluated, and followed by other Higher Education Institutions in Brazil, giving it a different academic focus, centered on the formation of the individual and not just a professional with specific skills. The conferences, debates, contradictions, and experiences resulting from these changes were manifested as a result of studies, research, and philosophical inquiries in the *Inter-Ação Journal*.

But, when everything seemed to be heading towards democratic progress, respect, and appreciation for the *res publica*, the institutions were undermined by the deepening of neoliberalism, paradoxically, with the election of the first president in 1989, and, for more than a decade, resistance was once again necessary. Our Journal, during this period, resorted to sponsorships from associations and unions as a way to overcome successive budget cuts allocated to Higher Education Institutions (HEIs). The editors at the time stated that moments of crisis are those that most demand thought, research, and philosophical questioning, and therefore their dissemination tool, the *Inter-Ação Journal*, could not allow its issues to fall behind for an extended period.

In the 2000s, some changes occurred. Resources for universities, while not meeting basic needs, restored the minimum operating conditions for public institutions and, consequently, the situation of academic units and their bodies improved. In 2015, our *journal*, following modern processes brought about by communication technologies, transitioned to electronic format, resulting in reduced publication costs.

But in Brazil, ongoing democratic progress is periodically interrupted, as happened in 2016 with the *impeachment* of President Dilma. The result was the interruption, for six years, of the democratic process that was underway. During this period, democracy was degraded, justice was vilified, and civil liberties were tarnished.

Currently, although the President of the Republic was elected on a platform of restoring democratic principles, Congress is largely reactionary. This hinders the implementation of projects aimed at social justice and forces the government to adopt a defensive stance.

Thus, the possibility of expanding quality public education becomes reduced, favoring business interests that, as is known, operate under the impetus of capital. Paradoxically, the institutions' peers — many of them involved, sometimes without realizing it— end up joining those interests, thus legitimizing privatization or similar processes.

In this 51st edition, Inter-Ação Journal presents the issues that have marked its half-century of existence, in a *continuum* of reflections. Readers can explore this in this dossier.

Goiânia, April 2026

Ged Guimarães
Liliane Barros de Almeida
Rachel Benta Messias Bastos
Organizers of the 50th Years Dossier

PRESENTATION

Dedicated to everyone who has contributed to the Inter-Ação Journal over these 50 years!

Our first issue of the Inter-Ação Journal of 2026 features a Commemorative Dossier celebrating 50 years of our Journal, a period rich in stories, memories, and the dissemination of knowledge. As the organizers have already stated, this half-century of publication bears the marks of what the public university, as well as postgraduate studies and research in education, has gone through. Our Journal encourages new research on the published works, their origins, approaches, regions of the country, ethnic-racial and gender identification, or so many other possibilities that research in education presents. On the other hand, the online publication of the Journal's issues and its open access reveal a public commitment to the production and dissemination of knowledge.

The Commemorative Dossier contains four themes and eight articles: In Theme I, **Memory and Redemocratization (1970s and 1980s)**, we have the article: The effervescence of an era: debates on education in Revista Inter-Ação (1987-1989); in Theme II, **Institutional Identity and Training at the Faculty of Education**, we present the articles: The Pedagogy course at the Faculty of Education of the Federal University of Goiás between 1980 and 1993: a break with the established order; Teacher education in Psychology: internship as a space for critique of pathologization; Teaching *habitus* under construction: tension between autonomy and institutional regulation in the entry of new Faculty members at the school of Education of UFG. In Theme III, **The Journal as a Space of Production and Resistance**, containing the articles: Foundations of reading, writing, and formation: educational research as a praxis of resistance; The editorial resistance of the Inter-Ação Journal in the face of educational challenges under the federal administration (2019–2022); and, finally, Theme IV, **Contemporary Debates and the Reactionary Turn** with the articles: Rebellion within the order: the resistance of the School of Education at UFG against the proposal of private management of public schools in Goiás; Neoconservatism and the dismantling of Special and Inclusive Education policies: a setback for Human Rights.

Certainly, our dossier will contribute to the debate about this historical moment and about our trajectory over these 50 years, which is why we invite you to read the articles, share them, and use them in teaching, research, and extension activities.

We take this opportunity to thank everyone who has made these 50 years possible: editors; authors; administrative staff; coordinators of the PPGE/UFG; directors of FE/UFG; technical teams from FE and UFG! Here's to another 50 years!!! Our issue also contains a set of 12 articles and 1 review, which are part of our journal's continuous demand flow, covering different themes/approaches: in the scope of early childhood education, we published: In Early Childhood Education, are we going to measure time or experience it? from Pamela Saraiva Rios, Eliane Lima Piske and Narjara Mendes Garcia, which opens this section. We present a publication addressing Freirean studies in: *Between repetition and freirean pronounce of the world*, from Mitsi Pinheiro Lacerda. In the debates on gender issues, we published: *Female representation in the visual repertoires brought into the classroom in the Visual Arts subject*, from Ruth Marçal

Honorato Garcia Ribeiro and Carla Luzia de Abreu; *Memory Game: In memory of lesbian existences*, from Fernanda Machado and Aline Accorssi; *Narrating and photographing where i live and work: health education among women*, from Aline Bernardes Alves and Maria Fernanda Petrolí Frutuoso. With a historiographical approach, we published: *Conservatism and Authority at Lyceu de Goyaz and Lyceu de Goiânia (1931–1961): an analysis of school culture in the Congregation minutes*, from Ana Vitória Batagin de Sousa and Fernanda Barros. In the field of teaching methodologies, we have: *Zack's Journey: Digital Game Modeling for the Development of Socio-Emotional Skills in Elementary School Students*, from Karina Strobel Castillo, Gabriel Marcelino Alves and Messias Borges Silva; *The compensatory, preparatory, and school-oriented model in preschool education in São Paulo: an analysis in the light of historical-cultural theory*, from Vanessa de Souza Monteiro and Cassiana Magalhães. Discussions on teaching are contemplated in: *The experience-knowledge relationship in teacher training: propositions based on Contreras Domingo*, from Roberto Barbosa Costa Filho and Iracema Campos Cusati; *Self-intensification of teachers' work and the creation of a superlative Bioteaching*, from Leticia Farias Caetano e Kamila Lockmann. The debate on democratic management is addressed in: *From National to Local: The Historical Process of School Leadership in Brazil and the Challenges of Democratic Management in the Vitória-ES School Network*, from Cláudia Vieira Küffer Chagas and Erineu Foerste; *State of knowledge of scientific productions: a look at the performance of the pedagogical coordinator*, from Ticiane Arruda da Silva and Marilene Gabriel Dalla Corte; and, closing the issue, the publication of the review: *Pedagogical innovation in higher education: theoretical and practical reflections from PAAP*, from Antonio Marcos Justino Matias, Maria José Costa dos Santos and Solonildo Almeida da Silva.

Once again, we reiterate our invitation to read, share, and use our journal! Let's make excellent use of all the rich content we have published in Inter-Ação!

Long live Inter-Ação Journal!!!

Miriam Fábria Alves
Federal University of Goiás (UFG) and Editor of Revista Inter-Ação

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