

## EDUCATION AND/OR HEALTH: DIVERSITY OF EDUCATIONAL SCENES

Ensino e/em saúde: diversidade das cenas educacionais

Enseñanza y/en salud: diversidad de las escenas educacionales

Ricardo Franklin de Freitas Mussi<sup>1</sup>

Berta Leni Costa Cardoso<sup>2</sup>

Ana Claudia Morais Godoy Figueiredo<sup>3</sup>

Despite all the facilitation in the dissemination of information, it still seems that a relatively long time is needed for all to have access to teaching practices aimed at promoting individual and community health.

The teaching-learning process in health requires active participation in multiple perspectives. The understanding of this praxis is a sine qua non condition for an adequate training of the professional who will work in the health area. Other issues need to be considered, in this context, as the level of complexity as the possibilities of intervention, as well as the involvement of individuals and communities in this area. There is no possibility of teaching-learning in health care without considering a primordial aspect: respect for sociocultural characteristics.

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<sup>1</sup> Postdoctoral student in Education at the Southwestern State University of Bahia (UESB). Permanent Professor in the Postgraduate Program in Teaching, Language and Society (PPGELS) of the State University of Bahia (UNEB), Caetité, Bahia, Brazil. Researcher of the Studies Group, Research and Extension in Education, Culture and Health (GEPEECS / CNPq). E-mail: rimussi@yahoo.com.br ORCID: 0000-0003-1515-9121

<sup>2</sup> Postdoctor in Education from Southwestern State University of Bahia (UESB) and PhD in Physical Education from the Catholic University of Brasília. Professor at the State University of Bahia (UNEB), Guanambi, Bahia, Brazil. Researcher in Didactics, Training and Teaching (DIFORT / UESB / CNPq) and in the Line of Studies, Research and Extension in Physical Activity (LEPEAF / UNEB). Professor in the Postgraduate Program in Education (PPGED) of the Southwestern State University of Bahia (UESB). E-mail: bertacostacardoso@yahoo.com.br ORCID: 0000-0001-7697-0423

<sup>3</sup> Postdoctoral student in Collective Health at the University of Brasília (UnB) and PhD in Health Sciences (UnB). Nurse at the Secretary of State for Health of the Federal District, working in the Information management and Analysis of the Health Situation, Brasília, Federal District, Brazil. Researcher at the Research Laboratory about Evidence-Based Health and Scientific Communication (UNB / CNPq) and (GEPEECS / CNPq). E-mail: aninha\_m\_godoy@hotmail.com ORCID: 0000-0003-2842-9848

The teaching actions in this field are influenced by conceptions of education and health over time, which present the diversified political and philosophical conceptions about education, health and humanity. It is important to recognize the role of individuals' health conditions in the individual and collective perspective.

In this sense, while "health education" proposes the systematization and production of knowledge in relation to health education and performance based on teaching practices, guidelines and orientation, "health education" demands intentions foreseen in the political and pedagogical process approach that enhances critical and reflexive development, seeking the autonomy of the participants and emancipation as a historical and social being. From these questions, the participants will be able to propose and decide in a positive way on the issues that improve and serve the individual and the healthier collective.

In any case, the process of teaching in health should prioritize the person as a holistic being, guiding knowledge in / to seek to improve the quality of life of the participants involved, understanding and valuing their stories and space of belonging.

It is from this diversity and plurality that surround the theme that the Educational Scenes Magazine presents in its first issue of the year 2019 the thematic center line Teaching and / or Health. The purpose of this issue is to encourage the publication of scientific articles that address the different perspectives of educators, academics and users of the Unified Health System that integrate-interact with teaching in / for / in health.

The present thematic volume was coordinated by researchers from the Group of Studies, Research and Extension in Education, Culture and Health, with effective participation of the professor: Ricardo Mussi, Ana Figueiredo and Berta Cardoso. The group is composed by professionals from different areas that intertwine in the scope of teaching-learning in health.

The articles that make up the thematic volume were constructed by professors, researchers, as well as postgraduate and graduate students from the north and northeast regions of Brazil. This audience was composed by authors with diverse academic backgrounds in the field of health and / or outside their range of professions, but who proposed to develop reflections related to the theme. The multiprofessionalism, which must act in an interdisciplinary and / or transdisciplinary way, are fundamental for

the improvement in the academic production aimed at the citizen who needs more. This framework confirms the relevance of the new multicultural scientific development, strongly envisaged by the Post-Graduation Program in Teaching, Language and Society (PPGELS / UNEB).

In addition, the texts presented results and reflections about the following subjects: school teaching (privileged space-time-of-possibility for teaching life-related issues), sickness of teachers (overloaded with duties and responsibilities) and professional health training (fundamental training moment for the reconfiguration of professional orientation towards humanization).

The production presented in this thematic volume indicates the importance of the qualified consolidation of teaching, education and professional qualification in health. The articles represent visibility of people (study participants, students and researchers) and institutions (university and postgraduation programs) that, despite the difficulties caused by the historically disinvestments imposed to public education and health, absurdly aggravated by current government actions, they struggle for the qualification of teaching and care practices of professionals, especially those who most need attention, either as subjects or as traditionally neglected communities.

Thus, these discussions make it possible to evaluate the breadth of the field related to teaching and health and the relevance of studying elements, sometimes as yet little discussed, that strengthen teaching-learning practice. The scientific production of this volume may be the starting point that contributed to the elucidation of research paths, although it may have a positive impact on technical-scientific knowledge. After all, it is true that we need to expand, in a qualified way, the interplay between teaching practices, service provision and community demand.

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