

Dossier presentation

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With great pleasure we introduce the second Dossier about teacher practices education: the current state of the matter, from the Revista Encuentro Educativo de la Universidad Nacional de Cuyo.. It shows the needs and interests that this issue awakens and gives importance to the rise of investigations and theoretical productions about the question itself. As we pointed out in the presentation of the first Dossier, the field of practices is a powerful tool that improves teacher education. As investigations indicate, it allows both teachers and future teachers to revise their own internalised conceptions about years of uncritical contact with this practice. They seize good theories, the habit of reading and intervening in the practice from the point of view of this conceptual frame, allows them to build a professional knowledge from their own reflected interventions and rebuild reflective work habits who are committed politically and ethically with the subjective and social issues of their practices. The preparation in teaching practices is opening more borders to be investigated, this is going to enable the comprehension of different perspectives upon the formative processes, that without a doubt is going to provide tools to enhance the education of future teacher generations

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The second Dossier is composed of four articles, one with a theoretical approach. We consider this part interesting as it proposes the revision of conceptual matters that have been structuring the formation field in the teaching practice in the last decades, both in the implementation of the teaching program and the academic field of investigation. They are equally aware of diverse investigative processes.

The first article, as we mentioned, raises a theoretical scenario from the psychosocial perspectives whose approach is characterized by the interest of elucidating the dialect between the social and psychic dimension in the teaching practise, taking processes as a matter of study. To achieve this, the author reclaims the contributions of the pedagogy, of education and the psychodynamic work, as it argues that these perspectives provide the better understanding of subjective processes that unfold in the first teaching instances. Here, there is an encounter with the real object of work and they **assume tasks of a profession that is in the process of construction**. The conceptual course that is developed through the article contributes to a multi referential view about the teacher practice education and seeks to distinguish those levels of dimensions that give shape to it and define it as complex, putting into perspective the complementarity of the different points of view and conceptualizations about the subjective processes that constitute and dispose teacher practice. This is in order to avoid subjectivizing reductionisms that end up reducing and simplifying the complexity of practice education.

The second article discusses the qualitative study in which is analysed how a future chemistry teacher challenges aspects of her professional knowledge from her teacher practices in the classroom, during the construction of scientific scholar explanations. The results presented implies a progress of a wider analysis centered in studying the professional development of the

resident, taking into account the classes that delineate the didactic sequence referred to the work with scientific explanations in secondary school. The results exemplify the use of the interconnected model of professional teaching development, a formative context slightly investigated that corresponds to this line of thought as represented by the initial teaching formation and, in particular during the teaching residence.

The third article synthesizes the process and results of an investigation that the author held as a requisite to pass a postgraduate level. It addresses the issue regarding the epistemological conceptions that underlie the teaching practices in different sports in the Physical Education class in Formosa secondary schools. It is a qualitative investigation from an hermeneutic perspective, utilising the case study to understand the singularities of the events in specific scenarios. The information developed from the documentary analysis, from the interviews, class observations, photographic and cartographic records boost the dense style of description in which the author oriented themselves. Besides, throughout the article the relevance of the epistemological conceptions is highlighted, which is manifested in the Physical Education classes. This allows to visualize the mixtured presence of teaching sports from an epistemological focus, that are interwoven with conceptions about this theory practice and paradigm articulation of Physical Education. It is interesting to point out that the results of this investigation provide a singular knowledge to the teaching formation specially for those in the field of Physical Education

The fourth article socializes the process and conclusions in an investigation developed in a postgraduate bachelor during initial formation. The investigation takes place in a higher education institute in which a curricular design of teaching education was implemented, it prioritises the formation field in professional practices. This is why, it has the value of analyzing a

complex process of a recently implemented program where the education is held in practice from the focus of trying to overcome the applicationist logic. In our work a rigorous conceptual and theoretic frame is built over the field of practice. It is necessary to study this from the singularity of the experience to search how this new conceptual, normative and curricular frames are materialised in everyday life.

The intention that coursed this dossier presentation, in the first and second version is the concern about how to improve the construction of professional knowledge in the teaching practices, how to encourage formative processes, how to produce better ways of learning in future teachers and for them to be present in different educational institutions, analyzing and fighting against alienating processes that provoke neoliberal politics in the professional practices.

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