

Editorial

In the field of education, the reflection on the teaching has been present from multiple perspectives, in the framework of the epistemic, historical and contextual, to set up their own space know that speeches and teaching practices in the school context. From John Amos Comenius, in his summit La Didáctica Magna (1630), up to contemporary times, teaching reflection is understood in the context of the educational relationship - know - student - context or, put in other words, teaching reflection refers to the ways of organizing teaching from concepts and interactions between teacher and students to access the school knowledge, aspect that allows the approach to a complex reality, insofar as it is a known with many routes that opens up perspectives different in orientation and modes of passing the teaching practice.

In this context, through the pedagogical traditions (French-speaking, German, Anglo-Saxon and Latin American) it is possible to recognize and understand education as an object of investigation of didactics, in their different positions and approaches.

In the configuration of a specific knowledge about the teaching field, is interesting not only to recognize the wealth of research dedicated to the different perspectives of school reality, but also the count with the reflection of researchers that allow upgrading the discussion, returning to speeches, knowledge and teaching practices in educational traditions in the Latin American context, from a critical perspective, as a way of responding to the social commitment to teacher training.

It is as well as recognizes the variety of existing research that seek to establish a field discipline itself, insofar as there is an object, and a conceptual support specific differed from the theoretical teaching, in order to point out the know what and know how in education, as well as highlight the need for the teaching of knowledge discipline of matter

that is taught and how it is transformed into understandable knowledge for students (Shulman1996). This has contributed to the formulation of education policy for teacher training and practice in the school context.

In some academic communities circulates the instrumental perspective of teaching, in which the ways of organizing which, and how, by the decent are privileged. This gives a vertical connotation in the teacher - student relationship, which presents the first in a technical function, which corresponds to the implementation of instruments that has at its disposal, to make an ideological middle school and the school content.

Changing conditions of contemporary society generates new educational problems, in which the access to means of communication and information, changes in the forms of relationship with the other mediated by various technologies, changes in the production of knowledge, fast obsolescence of schoolchildren contained, inter alia, necessarily invites teachers to seek alternatives in education enabling to cope with this new condition, and before which the classical theories of teaching seems to fall short, as they leave out in the reflection on the subject actors of the process and the social context in which develop teaching practices, with prescriptive principles that do not always make it possible to resolve everyday problems in the school context.

In response to this, in the Latin American perspective, influenced by the critical theory of the Frankfurt School, has mobilized since the mid-20th century the reflection of the practices of teaching, in which it is possible the link between subjects (teacher - student) and the reality in which are immersed, to find ways to teaching practice and school education. The challenge is to ensure reflection on different perspectives of teaching order, from the understanding of the issues surrounding the teaching and their environment, in rupture of the hegemonic ideas of teaching and educational rituals. Such reflection is perceived as a necessary action to expand the training mission and contribute to changes in educational practices. In terms of Quintar (2002), it's a no parametral didactics, referred to the teaching process in which knowledge is construction of senses in contextual and historical context; recognize specific subjects rooted to its contextual territoriality and permanent interaction as part of its own configuration subjective, allowing teaching practice to regain consciousness and actual and contextual needs.

It must be registered is not easy, as it is not a single orientation, requires opening the debate and recognize different paradigms, approaches and methods that require a vision of complementarity of different modes of walking in the reflection on the teaching.

So this edition of Educational Itinerary route allows to recognize the progress in the recent research of the academic community on the teaching, as part of the pedagogical reflection, at the time that, from its commitment to teacher training, invites you to transform the work, in a manner consistent with the new conditions demanded by the current context.

Expected that this corporate effort of Educational Itinerary by sharing with readers, from Latin American critical perspective, contribution to the dissemination of pedagogical knowledge from linking teaching and research and, in turn, enable reflection ethical - political with respect to training and teaching practice.

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