

Scientific communication in Professional Education: a state of the question

A comunicação científica na Educação Profissional: um estado da questão

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Abstract

This bibliographic and exploratory study aims to develop a state-of-the-art review (Nóbrega-Therrien; Therrien, 2004) to examine how the topic of scientific communication has been studied within the field of professional education and from which perspectives. To achieve this goal, a search was conducted in the OasisBR repository using the descriptors “scientific communication” and “professional education,” yielding six studies on this topic, including two articles, one doctoral thesis, and three master’s dissertations, highlighting the scarcity of research on this subject in the analyzed database. Following this step, this article proposes an innovative contribution to the field from a historiographical perspective, presenting the historical trajectory of the ETFRN Journal/Holos.

Keywords: Scientific communication; Professional Education; ETFRN Journal; State of the question.

Resumo

Este trabalho, bibliográfico e de natureza exploratória, busca elaborar um estado da questão (Nóbrega-Therrien; Therrien, 2004) para problematizar como o tema da comunicação científica vem sendo estudado dentro do campo da educação profissional e sob quais perspectivas. Para atingir esse objetivo, foi conduzida uma pesquisa no repositório OasisBR, utilizando os descritores “comunicação científica” e “educação profissional”, que retornou 6 trabalhos nessa temática, constituídos por dois artigos, uma tese de doutorado e três dissertações de mestrado, configurando uma escassez de trabalhos sobre o objeto constatada na base de dados pesquisada. Este artigo também propõe uma contribuição inovadora para o campo, sob uma perspectiva historiográfica, trazendo a trajetória histórica da Revista da ETFRN/Holos.

Palavras-chave: Comunicação científica; Educação Profissional; Revista da ETFRN; Estado da questão.

1 INTRODUCTION

Scientific communication is a fundamental activity for maintaining institutions that conduct research, considering that it is the standard form of communication established within the scientific community (Targino, 2000). Consequently, public institutions committed to producing research, regardless of whether research constitutes one of the aspects of their institutional structure, as in the case of universities, which are organized around the tripod of teaching, research, and extension, or whether it represents their sole purpose, as in the case of the Instituto de Pesquisa Econômica Aplicada, require scientific communication in order to provide visibility and recognition to the knowledge produced.

In order to situate this discussion within the field of Professional Education, it is also necessary to define here the conception of scientific communication addressed in this text. According to Gomes (2014):

Some authors consider SC [Scientific Communication] as the set of “research + feedback of the system through the studies that are produced + dissemination of results to society,” whereas for others “scientific communication” is simply the “act of communicating research results among peers,” in contrast to “scientific dissemination” as a synonym for “dissemination to lay audiences” (Gomes, 2014, p. 156).

The conception adopted in this text refers to the first perspective presented in the quote, that is, scientific communication is embedded within the very practice of scientific research. In this sense, it is not a separate stage of conducting research, but rather an integral part of it, since the dissemination of results is an essential aspect of contemporary scientific practice. It should also be noted that this conception is grounded in current parameters regarding what is understood as science, although scientific communication has assumed different forms and conceptualizations throughout history, depending on the sociohistorical context in which it is situated.

Federal professional education institutions in Brazil, such as the Federal Institutes (IFs), play a prominent role in the production of research and, consequently, in scientific communication. Legally equivalent to universities (Brasil, 2008), the IFs share several similarities with these institutions, especially regarding research as part of their institutional missions and its connection to scientific communication. As argued by Targino (2000, p. 15-16), citing Storer (1966), “knowledge that is not publicly available does not constitute public knowledge and, therefore, cannot be validated by the scientific world.” Nevertheless, despite this legal equivalence, the history of professional education institutions in Brazil differs from that of universities, considering the primary purpose underlying the foundation of these institutions, at least from the perspective of the State at that time.

The history of federal institutions devoted to professional education in Brazil is marked by a conflict of identities, such that the history of Professional and

Technological Education in Brazil constitutes an epistemic field permeated by disputes and contradictions (Moura, 2013; Ramos; Frigotto, 2017). At the time of their foundation, when they were called *Escolas de Aprendizes Artífices* [Schools of Apprentice Craftsmen], they were institutionally regarded as schools for “the children of the underprivileged” (Brasil, 1909). Since their creation as *Escolas de Aprendizes Artífices*, passing through multiple institutional configurations until the current one, the Federal Institutes, this educational modality has faced a structural duality based on a notion echoed by the 1909 decree, which associated Professional Education with learning a trade. Considering that Professional Education, according to the **Lei de Diretrizes e Bases da Educação [Law of Guidelines and Bases of National Education] (LDB) of 1996**, enables the provision of Professional and Technological Education at the secondary education level, Moura (2013) addresses this duality by stating that:

The struggle for a specific meaning for this educational stage [Secondary Education] is not new, and the central issue lies in its relationship with preparation for work. Thus, in an effort to recover the more recent past, it is found that this issue was also present in the genesis of the current **LDB**. On the one hand, there was the defense of general education integrated with a general education for work, though not vocational in nature, that is, from the perspective of polytechnic education (Saviani 2003b). On the other hand, there was the separation between secondary education and vocational training (Moura, 2013, p. 2).

The perspective of polytechnic education mentioned in the quotation above is further developed by Saviani (2003), who conceives professional education aligned with the principles of an educational model that understands the human being in his or her entirety, that is, beyond technical competence in performing labor. Such an education should enable individuals to understand the function of their work within society and to exercise a critical perspective toward labor, considered here in its ontological sense. In addition to this critical awareness, human beings educated from a polytechnic perspective should also be capable of reflecting upon their role in society, engaging in reflections concerning culture and other issues in which they are immersed.

This polytechnic conception of Professional Education directly opposes the interests of the capitalist system of production, which currently seeks a flexible educational model capable of training workers who meet the demands of capital through a complex system that transfers control of this field to international multilateral organizations. These organizations, in turn, establish international guidelines that national states may only comply with, as noted by Cabral Neto (2012):

In the field of education, the influence of neoliberal ideas, as stated by Barroso (2005), is present in the multiple structural reforms, of different dimensions and scope, aimed at reducing State intervention in the provision and administration of educational services, as well as through discursive rhetorics promoted by politicians, experts, and the media that criticize public state services and encourage the market (Cabral Neto, 2012, p. 27).

By associating education with private provision and transforming it into a commodity, the holders of capital inevitably direct it toward the reproduction of capitalist values, more recently from a neoliberal perspective, both in terms of surplus value, since investment in students' education will be the minimum necessary for them to become workers who reproduce capital while generating the greatest possible surplus value, and in terms of the formation of its target audience, that is, an education exclusively concerned with training workers who reproduce labor deprived of its ontological dimension.

Even when the provision of education is the responsibility of the State, the private sphere mentioned in the previous paragraph still comes into play, whether through political lobbying or public-private partnerships, thereby impregnating this educational provision with its own values. This influence extends from one end to the other, ranging from the budget or management of public institutions through political influence (Cabral Neto, 2012) to influence on curricula and teacher education, as mentioned by Kuenzer (2021):

Flexibilization defines the pedagogical project of flexible accumulation in several dimensions: in the conception of learning, which becomes flexible and increasingly mediated by information and communication technologies; in curricular proposals, as occurred with the flexibilization of Secondary Education in the most recent reform; in the acceleration of training at all educational levels, including teacher education, in order to produce flexible subjectivities; in the organization and management of work processes, flexibilizing teaching work; and in the relations between capital and labor through legal and normative adjustments that institutionalize precariousness via new contractual forms (Kuenzer, 2021, p. 238).

Thus, it becomes evident that education in general and, specifically in the case of this research, professional education, are situated within a field of multiple disputes involving antagonistic agents with different conceptions regarding how professional education should be understood. While one perspective prioritizes it as a polytechnic education directed toward labor in its ontological sense and toward comprehensive human development, the other conceives it as a means of training workers who reproduce the prevailing capitalist regimes of production in order to perpetuate them, without fostering any form of critique of the system itself.

The scenario outlined in the previous paragraphs constitutes the foundation for two dimensions of this research: first, the field of scientific communication, as asserted by Targino (2000); and second, the object of this state-of-the-art review, namely scientific communication in Professional Education, which in itself raises additional questions that emerge only when scientific communication is examined within the context of Professional Education.

Both Professional Education and scientific communication are themes that must be studied if one seeks the comprehensive education of their audience, which, from a polytechnic perspective, includes a critical and investigative spirit. The ability to critically analyze events and conduct research about them is part of an omnilateral

education. In this sense, in order to gain knowledge of the research produced within the institution, it is necessary above all to make use of scientific communication.

Both Professional Education and scientific communication are themes that must be studied if the goal is to promote the comprehensive education of their audience, which, within a polytechnic conception, includes a critical and investigative spirit. The ability to critically analyze events and conduct research on them is part of an omnilateral education. In this sense, in order for the research produced within the institution to become known, it is necessary above all to make use of scientific communication.

Having established the importance of scientific communication within Professional Education and in order to illustrate the centrality of this topic, this article seeks to answer the following question: how has the topic of “Scientific Communication in Professional Education” been studied and from which perspectives? This question gives rise to a study aimed at identifying the ways in which this theme has been addressed within the academic sphere.

In order to answer this question, this article is structured as follows: in addition to this introduction, which sought to contextualize the research object, there is a section on theoretical and methodological framework, in which the assumptions and procedures for conducting this state-of-the-art review will be presented; a results and discussion section, in which the research findings will be presented and problematized; and the final considerations, in which possible paths for further deepening the study of this object are indicated, including the presentation of a study of this object from a historiographical perspective. Finally, the references used in this work are presented.

2 THEORETICAL AND METHODOLOGICAL FRAMEWORK

To answer the research question proposed in the introduction, this article draws on reflections contained in the works of Nóbrega-Therrien and Therrien (2004), Almeida et al. (2018), and Carneiro and Ferreira (2015) in order to develop a State of the Question (SQ) regarding the theme that constitutes the object of the research. Although the aforementioned authors were originally situated within the field of health sciences, it is important to note that the conclusions they reach are also valid for other areas of knowledge, since this methodology concerns the procedures adopted to understand what has already been produced regarding the topic one intends to study, as well as the ways in which new research may contribute to that field. As stated by Almeida et al. (2018):

It may be said that the SQ defines the specific object of undergraduate or graduate final research projects. Among its characteristics, it is pertinent to mention that this method seeks to characterize the object, in addition to highlighting the central categories of the theoretical-methodological approach of the proposed study. These, in turn, are aligned with the research objectives (Almeida et al., 2018, p. 67).

Thus, it can be observed that the principles adopted for the practice of the SQ permeate all research that seeks to be contextualized within a scientific framework, that is, research that provides a significant contribution to the field in which it is situated, since it takes into account what has previously been produced and how it may contribute to a given field of knowledge. In the words of Nóbrega-Therrien and Therrien (2004), “the state of the question aims to clarify the contribution intended by the research to the investigated theme and to the study as a whole” (p. 11, authors’ emphasis).

As mentioned in the introduction section of this article, the research proposed here is situated within the epistemic field of Professional Education (PE), which possesses particularities within the broader field of education, considering its close relationship with preparation for the labor market, especially for technical and technological work. By bringing into discussion the framework of education for work within a capitalist and, currently, neoliberal society (Harvey, 2008), it is necessary to consider how this educational process takes place, which perspectives are competing within it, and the correlation of forces that compose this field, aspects that were outlined in the introduction of this article. Therefore, given that this research takes scientific communication in Professional Education as its object of study, it is necessary to consider this entire field when applying the methodology for obtaining a state of the question.

Therefore, when bringing the theme of scientific communication into the field of PE, it was necessary to reflect on descriptors capable of conveying the meaning of these terms without, at the same time, being so broad as to render the research vague. Based on this assumption, after reflection on the theme, the descriptors chosen for the search were “Professional Education” AND “Scientific Communication.” It is also important to mention that other descriptors were considered for association with the descriptor “Professional Education,” such as “Professional Education” and “research,” “Professional Education” and “scientific dissemination,” and “Professional Education” and “knowledge production.” However, none of these combinations yielded significant results for the study, either in terms of the number of works retrieved or the themes addressed in them and, therefore, they were not used.

Once the descriptors for conducting the research had been selected, it was necessary to apply them to a nationally recognized and credible database and repository. For this purpose, OasisBR was chosen because it is a repository that “brings together scientific production and research data in open access, published in scientific journals, digital repositories of scientific publications, digital repositories of research data, and digital libraries of theses and dissertations” (OasisBR, n.d.). In other words, it is the national repository that gathers the largest number of open-access studies in diverse academic genres, such as theses, dissertations, scientific articles, editorials, and others.

The stages of the methodology for constructing a State of the Question proposed by Nóbrega-Therrien and Therrien (2004) are systematized in the chart below, together with their corresponding applications in this research and their respective justifications.

Chart 1: Methodological procedures for obtaining a State of the Question (Almeida et al., 2018)

Stage	Corresponding application	Justification
Choice and definition of the theme	Scientific communication	Relevance of the theme within scientific research (Targino, 2000)
Definition of the research question	How has the theme “Scientific Communication in Professional Education” been studied and from which perspectives?	The theme of scientific communication is present within the field of Professional Education, although this field has been contested since its conception.
Definition of descriptors	“Scientific Communication” and “Professional Education”	Descriptors that specifically correspond to the objectives of the research.
Bibliographic survey in databases	Survey conducted in the OasisBR database	This database contains several academic genres that may be useful for the study, in addition to compiling files from other databases.
Data analysis	“Results and Discussion” section of this article	This is the standard format for presenting an SQ.

Source: prepared by the author, based on Almeida et al. (2018).

This systematization in chart format serves to illustrate and summarize for the reader the stages of the methodology applied in this research. Following this

understanding, the next section presents the results and discussion, corresponding to the final stage of the methodology.

3 RESULTS AND DISCUSSION

After applying the methodology proposed by Almeida et al. (2018) to the database mentioned in the methodological section of this article, thirteen (13) works were found using the descriptors “Professional Education” and “Scientific Communication” in the abstracts field of the studies. The results included doctoral theses, books, master’s dissertations, and articles containing the descriptors in their abstracts. A more detailed reading of the abstracts, however, reduced the number of studies to six, excluding duplicates, inaccessible files, or works unrelated to the theme. The chart below summarizes some relevant information regarding these studies.

Chart 2: Presentation of works according to author, title, publication year, textual genre, and hosting database

Author	Title	Publication year	Textual genre	Hosting database
Silva, Rita de Cássia Machado da	Repositório híbrido: uma proposta para a gestão da informação científica, artística e cultural da IES do SENAI Bahia	2013	Master’s dissertation	Institutional Repository of UFBA
Bento, Leila Maria	As transformações sócio-históricas da Rede Federal de Educação Tecnológica sob o ponto de inflexão informacional: um olhar sobre as mudanças pela ótica da produção seriada do conhecimento institucional	2015	Master’s dissertation	IBICT Institutional Repository (RIDI)

Cavalcanti, Vanessa Oliveira de Macêdo	A produção do conhecimento sobre educação profissional	2015	Journal article	Revista Brasileira de Educação Profissional
Nunes, Renato Reis	A produção e difusão de conhecimento na área de saúde pelos institutos federais de educação, ciência e tecnologia do Estado do Rio de Janeiro	2018	Doctoral thesis	Institutional Repository of FIOCRUZ (ARCA)
Moura, Débora Cristina Daenecke Albuquerque	Repositório Institucional: políticas para um Campus de instituição da Rede Federal de Educação Profissional, Científica e Tecnológica	2019	Master's dissertation	Manancial - Digital Repository of UFSM
Silva, Thiago de Lima	Awakening of scientific communication in High School integrated with Professional Education	2021	Journal article	Research, Society and Development

Source: prepared by the author (2024).

Through the observation of Chart 2, it can be seen that there are three studies published in article format, whether in journals or conference proceedings, accompanied by one doctoral thesis and three master's dissertations. For comparison purposes, when searching only for the descriptor "scientific communication" in the same repository and within the abstracts field, 2,395 studies are retrieved. Given the number of studies found when combining this descriptor with "Professional Education," there is an indication that the specific study of scientific communication within the field of Professional Education is still incipient, considering that it represents only a small portion of the total search results.

However, it is important to emphasize that another reason for this small number of studies may also be inferred from the fact that all of them address Professional Education within the scope of the Federal Institutes (IFs), which established this institutional configuration only in 2008. In other words, comparatively little time has elapsed when compared to the study of scientific communication in universities, for

example, which are older institutions. Sectors dedicated to scientific communication, such as publishing houses, are recent in the history of the Federal Institutes: the oldest among them is Editora IFRN, founded in 2005, while similar sectors in other IFs were founded only after 2020, such as in institutes located in Minas Gerais, Amazonas, Ceará, Rio Grande do Sul, and Goiás (Conif, 2023).

Once the number of studies and a possible explanation for this quantity had been established, some categories were identified in order to better understand how these studies were developed. These categories are detailed in the subsections of this article presented below.

3.1 QUALIS CATEGORY

This category is important for the analysis of works published in scientific journals, since it is essential to understand the level at which these works are circulating, as well as the qualification of the journals that publish them. The following table presents this information:

Chart 3: Presentation of the Qualis classification of studies published in scientific journals during the 2017-2020 evaluation period

Author	Journal	Qualis in 2024
Cavalcanti (2015)	Revista Brasileira de Educação Profissional (RBEPT)	A2
Silva (2021)	Research, Society and Development	C

Source: prepared by the author (2024).

The results obtained from the analysis of this category demonstrate a broad variation in the qualification of the journals in which these studies were published. While one of the studies was published in an A2 Qualis journal, considered a high ranking within Brazilian standards, another was published in a journal classified within stratum C, which corresponds to the minimum classification for journals.

Since there is a small sample of studies for this specific category, it is not possible to identify a predominant Qualis pattern among the journals listed. However, it may be observed that most of the studies identified were located in thesis and dissertation repositories rather than published in scientific journals. Regarding the published studies, it may be concluded that they circulate in journals and events with different scopes, ranging from those specifically dedicated to Professional Education,

as is the case of the RBEPT, to journals with a broader interdisciplinary scope, such as *Research, Society and Development*.

3.2 RESEARCH OBJECTIVES CATEGORY

This category is central to a complete understanding of the state of a given question, since it allows the visualization of the objectives of the studies identified. In other words, it is the category that objectively presents the research objects within the field of scientific communication in Professional Education, which is the specific focus of the present study. Thus, it becomes possible to identify recurring themes among the studies, which also makes it possible to determine which types of research have not yet been conducted on the topic.

Char 4: Presentation of the research objectives

Study	Research objective
Silva (2013)	To identify the suitability of a hybrid repository for the management of scientific and artistic information produced at the SENAI Bahia higher education institution.
Bento (2015)	To investigate whether the different educational levels of the institutions that compose the Federal Network of Professional, Scientific, and Technological Education (RFEPCT) have access to the same knowledge generated internally, even through differentiated publications adapted to each type of audience.
Cavalcanti (2015)	To map the production of knowledge on Professional Education revealed through scientific articles indexed in the CAPES Journal Portal.
Nunes (2018)	To verify whether and how the Federal Institutes are configured in the construction and dissemination of knowledge in the health field produced by researchers affiliated with these institutions.

Moura (2019)	To propose a policy for an Institutional Repository at the IFRS in order to preserve and provide access to the research conducted within the institution through its teaching, research, and extension activities.
Silva (2021)	To investigate how first-year students enrolled in Integrated Secondary Education tend to behave, in terms of use and appropriation, regarding scientific communication tools.

Source: prepared by the author (2024).

Based on an interpretation of Chart 4, it can be observed that, among the six studies involving scientific communication in Professional Education identified in the search, three of them present research objectives related to databases, whether external or institutional. This is the case of the studies conducted by Silva (2013), Cavalcanti (2015), and Moura (2019). This finding reveals a close relationship between scientific communication and Information Science, since the aforementioned studies possess a librarianship-oriented perspective.

Indeed, databases, whether institutional or aggregating repositories, are the digital spaces in which scientific communication products are published and, above all, located. This gives rise to a close relationship in studies that take scientific communication as their theme, thereby justifying the relatively high incidence of this approach among the studies identified in OasisBR.

In addition to the objectives related to Information Science, there are also studies that explore a more pedagogical dimension of scientific communication, such as Bento (2015) and Silva (2021), which focus on issues such as access to scientific knowledge or its instrumentalization as a teaching practice.

On the other hand, the study conducted by Nunes (2018) appears to be more interested in revealing the forms through which the knowledge production of members of the Federal Institutes is disseminated. In the specific case of this study, the investigation was restricted to the health field. In other words, it seeks to understand in what forms scientific communication is disseminated after the completion of the preceding research activities.

In summary, the studies identified present different research objectives, although there is a numerical predominance of studies related to Information Science, which may be explained by its close relationship with the field of scientific communication. Consequently, this proximity generates greater interest in researching this relationship.

3.3 CATEGORIA DE METODOLOGIA DAS PESQUISAS

The importance of this category lies in identifying the methods employed in the development of each study and, consequently, recognizing patterns in the methodologies used regarding the theme of scientific communication in Professional Education, thus constituting part of the broader framework portrayed in a state of the question.

Chart 5: Presentation of the methodologies employed in the studies

Authors using the methodology	Methodology
Silva (2021), Bento (2015), Nunes (2018)	Application of questionnaires/interviews
Cavalcanti (2015)	Exploratory study/State of knowledge
Silva (2013), Moura (2019)	Case study

Source: prepared by the author (2024).

The previous table allows for some conclusions regarding the development of studies within the theme addressed in this article. It can be observed that most of the studies use questionnaires or face-to-face interviews as methodological instruments. According to Gil (2017), these techniques are useful for obtaining the perspectives of the subjects involved in the research. Therefore, the use of this instrument reveals a need to obtain such perspectives regarding the research object, that is, an object that must be composed of viewpoints extending beyond that of the researcher alone.

Furthermore, the use of methodologies such as case studies and exploratory states of knowledge also corroborates the small number of studies identified in the research conducted in OasisBR, especially because exploratory studies “aim to provide greater familiarity with the problem, with a view to making it more explicit or constructing hypotheses” (Gil, 2017, p. 32). Consequently, this indicates limited familiarity with the object of study concerning scientific communication in Professional Education, due to its relatively recent emergence within studies in this educational field.

3.4 PRELIMINARY REMARKS

Following the presentation of some categories selected for the exposition of the state of the question, namely Qualis classification, research objectives, and research methodologies, it is possible to identify some remarks that may guide future research. First, it is important to emphasize the relevance of the Qualis category precisely

because it demonstrates that most studies on the theme are not published in the format of scientific articles, which constitute a recurrent discursive genre in journals and allow for faster circulation of knowledge than theses or dissertations, given the length that these latter works generally possess.

In addition, the category concerning research objectives reveals a connection between scientific communication and Information Science, which, although justified by the proximity between these two fields, is not the only possible connection for studying scientific communication in Professional Education, as demonstrated by the other studies identified in the OasisBR search. In this context, it becomes evident that there are still several perspectives through which the object of scientific communication in Professional Education may be approached.

The same applies to the category of methodologies, which, although demonstrating the diversity of approaches through which scientific communication in Professional Education may be understood, also reveal that there are other possible ways of approaching the theme through methods grounded in different theories or instruments.

One example of an approach to this research object that was not identified in the OasisBR search is the historiographical approach, despite the growth of this field within studies related to Professional Education (Silva et al., 2023). The state of the question portrayed in this article demonstrated the existence of this gap in the study of scientific communication in Professional Education, such that historiographical research constitutes a contribution to this field, being innovative both in terms of objectives and methodologies, and may also be applied to historiographical sources other than the journal mentioned here.

4 FINAL CONSIDERATIONS

Scientific communication is a broad and diverse theme when considered independently, and it acquires additional developments and associations when examined within the field of Professional Education, which, in turn, possesses particular characteristics, as discussed in the introduction of this work. This context makes research on the object “scientific communication in Professional Education” challenging in the sense that studies cannot conceive either of these fields in isolation. In other words, researchers must approach the study with the responsibility of reflecting upon the particularities of each field throughout the entire investigative process.

In order to conduct research within the scope of the object proposed in this article, it is necessary to recognize that, within the field of federal education institutions, such as Federal Institutes and universities, scientific communication constitutes a dimension of research. Therefore, since it involves the stage in which the results of a study are presented, it succeeds the research process itself. Although, according to the 2023 School Census, most Professional Education provision in Brazil is concentrated in private schools (44.4%), followed by state schools (38.2%) and then federal institutions (13.7%), out of a total of 2,431,825 enrollments, research in

Professional Education is currently concentrated predominantly within the federal sphere, according to the studies presented in the results section of this article.

It may be hypothesized that this concentration of studies within the federal sphere is related to political, pedagogical, and budgetary issues, in addition to the limitations of the database consulted, OasisBR, which, although it is a repository that gathers several academic genres, may not extend beyond what is produced within universities and Federal Institutes.

Within the scope of the platform that was investigated and considering the possible limitations of this study, a gap was identified in the field of scientific communication in Professional Education, which may be attributed to the relative novelty of the field, since the Federal Institutes were created only in 2008. Nevertheless, historical research may move further back in time in order to produce a historiography of this theme within Professional Education prior to the designation of Federal Institutes, considering the understanding that scientific communication may already have been practiced within Professional Education before this temporal landmark.

To this end, when considering the constitution of the teaching-research-extension tripod within Federal Institutes (Pena; Pires, 2023), which is necessary to “break with the paradigm separating theory and practice, science and common sense, bringing the ‘thinking man’ closer to the ‘executing man’” (Abreu et al., 2022, p. 3), one may observe its alignment with the proposal of an institution such as the IFRN, which incorporates research as a pedagogical principle in its Political-Pedagogical Project (IFRN, 2012). However, since the object of this research includes a historical perspective encompassing other institutional configurations, it is also necessary to examine whether research was already part of the institution’s practices during the periods in which it bore the names ETFRN and CEFET/RN.

In summary, beyond the research proposed in this article, and taking into account the historiographical dimension of scientific communication in Professional Education, the state of the question developed here also indicated that other paths may be pursued for the study of the same research object, considering the still incipient number of studies conducted on this topic, especially at the doctoral level. Historical or discourse analysis approaches, for example, possess innovative potential within the field, since they have not yet been explored in the studies analyzed. More studies are necessary because of the importance of this theme in the constitution of a Professional Education that expands students’ formation beyond labor itself, taking into account its educational principle and ontological character. For this purpose, within an omnilateral educational framework, research, and therefore scientific communication, constitutes an integral part of such education.

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