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Contemporary school: the importance of continued training

Contemporary school: the importance of continuing education

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SUMMARY
The present study aims to understand the importance of the school's role in social formation and, therefore, it needs to be known and analyzed within society as an environment for change. Contemporary times require permanent analyzes of practice and the countless changes in social, cultural, political and economic systems, this imposition presents itself both as a condition for monitoring the evolution of knowledge and for redirecting teaching actions in search of meeting new demands educational. This article refers to the new meaning of education and knowledge in contemporary times, addresses conceptual references, taking them as a basis for a critical reflection on continuing education. It emphasizes the importance of a contemporary conception that encompasses, alongside the scientific dimension, a sociocultural perspective and teacher training, through an interdisciplinary approach.

Key words:continuing training; society; teacher training.

ABSTRACT

This study aims to understand the importance of the role of the school in social formation and, therefore, needs to be known and analyzed within society as an environment of change. The contemporaneity requires permanent analysis of the practice and the countless changes in the social, cultural, political and economic systems, this imposition presents itself both as a condition to accompany the evolution of knowledge, and to redirect the actions teaching in search of meeting the new educational demands. This article refers to the new meaning of education and knowledge in contemporary times, it addresses conceptual references, taking them as the basis for a critical reflection on continuing education. Emphasizes the importance of a contemporary conception that encompasses, alongside the scientific dimension, a sociocultural perspective and teacher training, through an interdisciplinary approach.
Keywords:continuing education; society; teacher training.

1. INTRODUCTION

Over the last few decades, with the advent of economic globalization, productive restructuring and neoliberalism, significant changes have occurred with the impact of the adjustment of the new order of the school process and current educational policies. Such transformations intervene in the spheres of social, political and educational life, establishing an effective democratization of education.

To counter these changes, it is time to rethink the role of education professionals, as well as their political commitment and technical competence. It is evident that these necessarily need a space for their training based on a new format that can establish different ways of organizing work at school and enhance discussions that meet the objectives of effectively contributing to educational practice in the means of social law that acquired when qualifying.

The objective of this work is to discuss training in contemporary education, with the specific objectives of this activity being to analyze the school of the past versus the current one and discuss the collaborative interaction of this proposal from of the materialist-dialectic method in the search for facing challenges and taking as a principle the historical and critical pedagogical tendency.

Thus, contemporary schools must be guided by a theory. Without disregarding the importance of practice, it is necessary to highlight theory not only for a reflection on new possibilities for accessing knowledge, but also for an analysis of the practice itself. Without solid theoretical training, it is difficult, for example, to carry out a historical analysis of the teaching profession, the school and the content to be taught in the current social context.

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2 Preliminary aspects

Continuing in-service training is designed with the school as a training space because this way it is better linked to the working conditions and time of teachers. It is on the "floor" of the school that proposals for changes must be raised, discussed and implemented in the political pedagogical project, guaranteeing a training process that promotes awareness for the construction of a democratic school.

For a long time, initial training was considered essential and sufficient to prepare the individual for the job market and to move forward with considerable professional projection. However, the world undergoes constant transformations and what was true a short time ago is now left aside and replaced by others that are more current and appropriate for development. Thus, it relatively happens throughout professional life, in society, and in the family.

However, the advancement of knowledge is not always followed with such dexterity and skill by education, as new demands arise, the school needs to reorganize itself to understand this interrelationship and rethink its actions through adequate professional performance. In this way, the need for constant updating and improvement of those working in education comes to the fore. Rodrigues and Esteves (1993, p. 41) assert that:

> Training does not end with initial training, but must continue throughout the career, in a coherent and integrated manner, responding to the training needs felt by the teacher himself and those of the educational system, resulting from social changes and/or the education system itself.

In this way, it becomes essential to establish initial training that provides the future teacher with valid knowledge and generates an interactive and dialectical attitude that leads to valuing the need for permanent updating, depending on the changes that occur.

According to Nóvoa, (1995b), it can be stated that initial training maintains characteristics established in its genesis, and is no longer understood as a place that ends the acquisition of the necessary competence "when being a teacher" (NÓVOA, 1995b).

The need then arises for continued training for those who are already teachers based on the priority of the evolution of knowledge in relation to the processes of teaching and learning and the dissemination of socially constituted knowledge, regarding school failure expressed in the repetition and dropout rates of students. students, and the reforms undertaken in the system and curricula.

In this way, education in Brazil for more than a century has sought to adapt to its diversities and particularities, since Brazil, due to its large size, has different needs both in terms of educational growth and in opening up new possibilities for development and training with the purpose of adapting to existing evolution needs.

In this sense, it becomes relevant to ask how this continuing education is happening and how important it is for teachers and students. It is also necessary to take into account the time and period allocated to training and the focus that has been given to the needs listed as priorities in a society in which transformations emerge with each dawn.

2.1 Concept of continuing training.

According to the Aurélio Portuguese Language Dictionary, the word "formation" derives from the Latin *formation* and has the meaning of forming, building, which in turn is in the process of interaction and transformation of knowledge. It is a permanent doing that is constantly remade in action. Training does not occur through the mere accumulation of knowledge, but constitutes an achievement woven with many aids: from books, teachers, classes, conversations between teachers, the internet, among others.

To do so, it always depends on personal work. Therefore, no one forms anyone, each one forms himself. In training, different aspects can be adopted, according to the meaning that is attributed to the object of training, or the conception that one has of the subject. Garcia (1999, p.30) describes that:

> (...) the principles do not exhaust the multiplicity of approaches that teacher training contains as a discipline", but "they contribute to a first definition of our conception of teacher training and the most appropriate methods for its development.

In Freire's conception (1997, p.25), training can be seen as follows:

> Those who teach, learn by teaching, and those who learn, teach by learning. There is no teaching without research and research without teaching. As I teach, I continue searching, re-searching. I teach because I seek, because I inquired, because I inquire and inquire. I research to verify, verifying, I intervene, intervening, I educate and I educate myself. I research to find out what I don't know yet and communicate or announce the news.

From this perspective, these are Continuing Training actions: congresses, seminars, symposiums, colloquiums, meetings, conferences,

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speech cycles, lectures, research groups, study groups, training groups, action research projects, workshops, extension and/or improvement courses on specific content and/or pedagogical issues carried out at the school site, in the Institutions of Higher Education and in other spaces.
In addition to these specific actions, Lato sensu Postgraduate courses, Stricto sensu Postgraduate courses (Masters and Doctorate) and permanent processes carried out at the school or not, with regular meetings, are considered. Each proposal, according to its characteristics, provides support for different needs and interests of teachers, and can contribute to support teaching and professional development.
In this way, training can be understood from three aspects: as a social function of transmitting knowledge, knowing how to do or knowing how to be, which refer, respectively, to concepts, procedures and attitudes. This classification corresponds to the questions: what should you know? What should you know how to do? And how should it be? With the aim of achieving the capabilities proposed in the educational purposes of the socioeconomic system or dominant culture.

The term, however, has undergone several changes over time. In the decades from the 1960s to the 1980s, at the height of the cold war, the actions developed in this sense were called “qualification, recycling, training”, among other attitudes, intended to improve the quality of education, literacy and access to products industrial and technological, in addition to the training of qualified labor. In current times, the term - continuing education, is perceived as a process of development and structuring of the person that takes place as a result of internal maturation and the possible experiences of the subjects.

Given the above, it is possible to understand that the concept of training is susceptible to multiple perspectives, but it has been common to associate the concept with personal and professional development. Thus, new approaches to teacher training can be seen, moving from a perspective centered on the academic dimension to a perspective on the professional, personal and organizational terrain, from the school context, in the training and development that the human subject goes through until reaching a state of personal fulfillment.
It includes problems related to the ends or models to be achieved, the contents and experiences to be assumed, combined with subject and environment interactions, stimuli and support plans in the process. It maintains a relationship with the cultural ideology, as a space that defines the general meaning of this formation as a process.
It can be said that continuing education is, first and foremost, a reinterpretation of the experiences that occur at school, meaning a priority attention to teachers' practices, highlighting that the space for continuing education is the teacher in all his collective dimensions , professionals and organizations, conceiving this training as an educational intervention in solidarity with the challenges of change in schools and teachers (NÓVOA,1997).
Therefore, continuous learning is essential in our profession, and the teacher must base himself on himself as a subject and on the school as a place of permanent professional growth.
In this way, we can affirm that we are moving from a logic that separates the different periods of training, where only its beginning is considered, to another that perceives this professional development as a process throughout the educator's life.

2.2 Continuing Training in the face of Pedagogical Trends

Teacher training has already faced different barriers and has undergone major transformations in the unfolding of social facts and cultural development, with many changes to be faced, the concern to encourage professionals to always be building their learning, based on the context experienced and that innovations now offer. Given this perception, the continued formation of Brazilian education was understood from different trends that marked the educational scenario, which corresponded to different pedagogical conceptions. Fiorentine and collaborators (2000) observed that, in recent years, research on teacher training presented the following assumptions: from 1960 onwards with a greater appreciation of the specific knowledge to be taught, from 1970 onwards, greater emphasis on didactic aspects and pedagogical and teaching technologies; from 1980 onwards, greater emphasis was placed on socio-political and ideological dimensions; and from 1990 onwards, the focus on teaching practice and pedagogical knowledge began.
Above all, there are some striking points in the way education has been understood, mainly the
from the middle of the 20th century, where the new school trend influenced the attempt to make a counterpoint to the School Traditional, which was sometimes rigid and static, proposing that there was space for the demands of social function, turning to capitalist production and the pedagogy of “learning to learn”, a new configuration where the school assumes a pragmatic character, becoming hegemonic and giving space to demands of society.
From this educational perspective, the student becomes autonomous in relation to learning, seeking what is of interest to him, appropriating his own experience, being able to abstract concepts and relationships that are significant to him; the student learns alone and thereby gains their autonomy, the teacher is relieved of “teaching”, being merely a facilitator and mediator of learning with training based on their daily professional experience. It is also from the New School that ideas such as the “pedagogy of projects” emerge in which activities must

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organize around projects and not curricula; the "Pedagogy of skills" whose objective is to develop skills to mobilize knowledge in everyday experience by solving problems proposed by practice, "Multiculturalist pedagogy" highlighting cultural relativism among others.

At the end of the 70s, another perspective permeated pedagogical practice: the Marxist influence brought to light issues related to the role of the school as a reproducer of the dominant class, questioning its function and the brand that prevails to the detriment of the most favored, being insufficient, especially for those who need school most.

Studies and debates continue to oppose this theory and seek from teachers a greater commitment to knowledge without distinction. From this perspective, Saviani (2000) proposes teacher training guided by systematic reflection, where the role of the school is to socialize content historically produced by humanity, preparing the student for active participation in the democratization of society. The teacher is the competent authority who must direct the teaching-learning process.

The discussions revolve around a critical analysis of the reproductive model imposed by the dominant classes, Saviani redefines the role of school and education: combating the dominant ideology towards social transformation. In this sense, it is urgent to take a critical and reflective look at educational policies, including teacher training policies in such an unequal society. After many debates and studies based mainly on authors who have become prominent worldwide, such as Paulo Freire, education becomes the target of many studies and trends that are concerned that it encompasses everyone who needs to be in it. However, there is still a huge gap between the ideal and the real.

The technicist era then arrived on the scene, where the 1980s marked education with the need to implement a model focused on the principles of rationality, efficiency and productivity which aims to train specialized labor for the job market, which gains attention in the Brazilian School System. Thus, social demand seeks partnerships in schools to train "technicians". The educational focus becomes the rational organization of resources. The teacher is a technician and, in this way, his deficiencies are compensated and corrected.

In this long path between initial training and the models that education now assumes, and which often depends particularly on who manages the autonomous spheres of Brazilian education, in the 90s the priority order for rulers became the country's insertion into the market. globalized, so that social policies seek to remain linked to the good performance of the economy, with education being responsible, in a subordinate way, for what is left and not what would meet the effective needs of the population. (SAVIANI, 2000)

When it comes to research production in the area of continuing education, André (2005) highlights that the 1990s focused on official proposals carried out in the school institution and conceived in service, emphasizing the role of the teacher as a professional and pedagogical practice. According to the author, [...] periodic articles emphasize the need for articulation between theory and practice, highlighting an isolated treatment of specific and pedagogical disciplines, training courses and praxis, initial and continuing training. (André, 2005)

It was from then on that hypotheses began to be raised among teachers regarding what type of student and what society the school intended to form, as well as what type of training would guide the next actions. Thus, it can be noted that currently the promotion between initial training and the activities proposed for continued training seek to overcome the old dichotomy between theory and practice. Many works are based on authors such as Schön (1992), Nóvoa (1991), among others, who defend practical rationality and the reflective teacher.

2.3 The role of Continuing Training

According to Donald Schön's (1992) studies in the field of professional training in general and teacher training in particular, they are based on an epistemology that devalues scientific/theoretical/academic knowledge and a pedagogy that devalues school knowledge. Thus, it requires professionals to have a profile with the ability to create perspectives, to address problems in ways not foreseen in their previous knowledge. The current order is closely linked to attitudes of reflection in action in which the teacher assumes the position of researcher of practice or "reflective teacher". Notably, it is not based on pre-established theories and practices, building its own way of observing the problem and the curriculum is always in a process of construction and transformation. Although the teacher's contribution must be considered, the point is that knowledge can and does come partially from practice, but there is no way to place it exclusively in this dimension, valuing tacit knowledge to the detriment of to school knowledge. This teacher is above all a reflective being, as this is seen as the best way to prepare you for challenging situations and the innovations of the globalized world.

However, it is necessary to keep in mind that to meet the demands of current education, in an exclusionary society, with a large number of illiterates, and with low quality schools, there is no way to deny the value of school content, as public schools are those who most need teachers who provide knowledge to face these challenges. In this sense, it is necessary to highlight what Saviani (2000) says: the social function of the School is to transmit knowledge historically constructed over time, so that the individual critically perceives social reality and can commit to its transformation. Other authors also remain concerned about the quality of what the school offers. Libâneo (2002), referring to the valorization of knowledge, mentions:

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> No training policy will be successful if it does not focus on content. Obviously, if we expect from school education the student's relationship with the contents, it is essential that the mediator of this relationship also has a secure grasp of them, their connection with practice and concrete problems, and knows how to work the contents as conceptual instruments for reading. of reality. (In: AEC Education Magazine, Year 27 – n.109. AEC do Brasil).

In order for the 21st century professional to be able to meet the educational needs of the new millennium, as well as to understand how people are changing, they must also take advantage of all possible learning possibilities. In such a vast context and with so many possibilities, today's teacher must maintain mastery of knowledge and theoretical contributions that guide pedagogical conceptions, thus realizing the fundamental importance of continued training, which enables him to sustain his practical work, allowing conditions for modify their conceptions and actions. Libâneo (1998) also discusses the importance of knowledge in training policies:

> It was argued in this text that training policies need to return to what is a priority in training: meeting the social functions of the school and the training objectives proposed for students. Now, these functions and objectives are directly related to knowledge; knowledge that becomes culture, which helps to explain and understand economic, social, cultural and political realities, aiming at the historical appropriation of these realities and intervention in them. Having defined these responsibilities inherent to schools and the work of teachers, it remains to define the means of carrying out courses and seminars. (In: AEC Education Magazine, Year 27 – n. 109. AEC do Brasil).

From this perspective, it can be stated that the training activities that constitute this proposal are guided by two objectives: the expansion of the teachers' universe of knowledge and the reflection of the historical-critical pedagogical conception as a guide to practice.

As of this date, understanding knowledge as a theoretical contribution also allows the professional to have full knowledge of the specific contents of the disciplines resulting from the accumulated experience of humanity and systematized by the school, in addition to having historical and social knowledge that involves the different concepts and the applicability of all this theory in the context in which the student lives. This systematized knowledge contributes to transformations and advances and validates the excellence of knowledge for today.

Particularly, referring to teaching knowledge, it is also extremely important to know the pedagogical concepts that support educational action, as they are the ones that, when designed in a consistent way, are linked to practice. In this sense, it is worth saying that without undermining the importance of practice, it is necessary to highlight theory not only for reflection on new possibilities of knowledge but also as a requirement for an analysis of the practice itself. Without solid theoretical training, there is no historical understanding to understand the profession, school and knowledge in the current social context. Saviani (2001) reports that such conceptions are based on the dialectical-historical materialist method in the search for facing challenges and the historical-critical pedagogical tendency is taken as a principle. The author also states that continuing education should not be limited to the search for solving specific classroom problems, but should enable the teacher to go beyond the compartmentalized view of school activity and begin to analyze social events, contributing to their transformation. .

Contreras (2000), warns that it is necessary to avoid incorporating discourses and “fads” that, in their context, relegate to the background democratization, access and appropriation of knowledge necessary for the intellectual and human development of our students and which are present in certain biases in continuing training proposals. The teacher must bear in mind the commitment to contribute, with his knowledge, to the structural transformation of society. According to Saviani (1983, p. 83)

> Such a contribution (...) is embodied in instrumentalization, that is, in tools of a historical, mathematical, scientific, literary nature, etc., that the teacher is able to put in the students' possession (Saviani, 1983, p. 83).

The teacher needs to start from social practice and through qualitatively seek the practice of his students, while agents of social transformation. The meaning of the teacher's work is formed by his objective of teaching, with the aim of appropriating knowledge by the student, aware of the real and objective conditions of the teaching-learning process.

2.4 The importance of Continuing Training in the current scenario

As reported in the previous item, there has been concern for a long time with the continued training of teachers, and the topic is not new, nor is its significance. There are many authors who present discussions on this

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theme and highlight its relevance for teaching professionals, among which we can mention: Nóvoa (1999), Nascimento (2000), Pimenta (2002), among others, who discuss its importance, relating it to the need for change from school.

According to Shigunov Neto and Maciel (2002), so that the changes occurring in today's society can be monitored, a new teaching professional is needed, that is, a professional who values research as a teaching strategy, who develops critical reflection on practice and is always concerned with continued training.

Continuing training, when understood as part of the professional development process that takes place throughout teaching, provides a new meaning to pedagogical practice, because by contextualizing new circumstances and giving new meaning to the teacher's performance, it makes him reflective. Bringing new questions from practice and seeking to understand them from the perspective of theory and in practice itself allows articulating new knowledge in the construction of teaching, dialoguing with those involved in the process that involves training (IMBERNÓN, 2010).

In this sense, teacher training is understood as a practice that requires reflection in action, and then rethinking what has changed as a result of this analysis. Consequently, the teacher's practical knowledge is valued, placing him in the role of investigator of his own attitudes and training as this research process. Thus, it can be said that continuing education is directly linked to the role of the teacher; the possibilities of transforming their pedagogical practices and possible changes in the school context. IMBERNÓN (2010) also highlights continued training as a means of promoting the personal, professional and institutional development of teachers, elevating their work to transform a practice.

This practice goes beyond the scientific, didactic or pedagogical updates of teaching work, it presupposes a practice whose foundation is based on theory and its reflection, for change and transformation in the school context, as follows:

> Professional knowledge consolidated through ongoing training is supported both by the acquisition of theoretical knowledge and information processing skills, analysis and critical reflection in, on and during action, diagnosis, rational decision-making, process evaluation and reformulation of projects (IMBERNÓN, 2010, p.75).

For Nóvoa, it is essential to know the teacher, his basic training and how he builds himself throughout his professional career. These are fundamental points for understanding pedagogical practices within schools. Becoming a teacher is a long-term process of new learning and without a specific end (NÓVOA, 1999). Continuing training is then perceived as a possibility of changing practices within teachers and the school, allowing the experimentation of new and different things based on professional experiences that occur in this space and time, guiding a constant process of change and intervention in reality. in which this formation is inserted and predominates. According to Hargreaves (2002, p.115)

> Successful innovation involves more than perfecting technical skills. It also stimulates teachers' ability to understand the changes they are facing.

This date, it is assumed that a significant training project emerges to contemplate the meanings and interpretations that teachers attribute to the need for change and the degree of importance of this in their beliefs and practices. From this perspective, the last of the four phases in “learning to teach” can be taken into account. Which deals with ongoing training, which includes all activities planned by the institutions, or even by the teachers themselves, based on the needs observed in order to allow professional development and improvement of their teaching. Such an attitude can also be delimited as a process of constant learning through which the professional community formed by teachers, managers and teaching staff must develop knowledge, skills, dispositions and attitudes, in a specific context, whether at school, university or training center.

The curriculum, in this case, refers to the planning, execution and evaluation of the entire training process, also highlighting attitudes aimed at improving the professional competence of teachers. Therefore, continuing education in its formal understanding is an intentional teaching process inserted in a course, which aims to improve the teacher's practice in the classroom. According to Garrido and Ghedin (2002, p.26)

> The role of theory is to offer teachers analytical perspectives to understand the historical, social, cultural, organizational contexts and of themselves as a profession, in which their teaching activity is used to interfere in them, transforming them.

It is important to highlight that practice, despite being a very comprehensive and significant term, needs to be closely linked to action endowed with meaning, where the subject has an essential role as an agent in a social structure. According to Sacristán, (1999, p.28):

> Practice is understood as activity directed towards conscious ends, as an action that transforms a reality; as a historically conditioned social activity, aimed at transforming the world; as the reason that underlies our knowledge. Pedagogical practice, understood

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> as a praxis involves the dialectic between knowledge and action with the objective of achieving an end, seeking a transformation whose ability to change the world resides in the possibility of transforming others.

As of this date, the teacher as a subject of the educational context, and who appropriates actions intentionally, is formed in concomitance with the objectives set by society and these demand practices that can be taken over. In this way, a reality to be transformed happens through the actions that teachers carry out in education, expressing themselves and transforming what happens around them.

Pedagogical practice, therefore, involves at its threshold the historical experience of actions and the consolidation of ways of developing teaching activity, because according to SACRISTÁN (1999, p. 74) "Practice is, then, a cultural sign of knowing how to do composed of ways of knowing how, although also linked to beliefs, motives and collective values".

Continuing training in this way of thinking is perceived as a means of articulating old and new knowledge with teachers' practices, highlighting the emphasis of theory, and thus generating changes and transformations, considering the aspects of training on which such practices are based, since these are based on individual and collective constructions that occur over time and in their relationships.

In this culmination, the teacher in the training process is able to establish and resize the relationship between his practice, the theoretical field and the aspects that permeate the construction of his work, such as the school, the students, educational policies, etc. "Reflect on educational practice, through the analysis of the reality of teaching, paused reading, the exchange of experiences. Structures that make understanding, interpretation and intervention in practice possible" (IMBERNÓN, 2010, p.43).

The act itself causes the teacher to reflect on the practice and the relationships that occur from it, realizing their biases and intertwinings. Reflection, when practiced correctly, gains new meaning in the field of teaching work, even if this concept is not univocal and has different epistemological approaches. According to Pérez Gómez (1998, p. 372) the reflection:

> [...] it is a way of practicing criticism with the aim of provoking the emancipation of people, when they discover that both knowledge and educational practice are social constructions of reality, which respond to political and economic interests contingent on a space and at one time and which, therefore, can change historically.

Thus, he lives in permanent learning because man never finishes maturing, whatever his age, sex and socio-political situation. It will never be fully formed. Continuing teacher training can be understood not only in its formal sense, but also in a broader way, which includes their participation in society as true citizens, their life experiences and their cultural background.

Final considerations

The formation comes from the subject himself, that is, he forms himself by his own means, from himself. The experience is only seen as continued training by the subject himself. Each teacher adds to their practice the positive and negative experiences they deem appropriate, and the teacher must be able to reflect on what they have done and how they have done it and, thus, seek other ways of being and doing. It is in this context that the intersubjective relationships that the teacher establishes with colleagues and students are inserted.

When it comes to continuing education, all care must be taken with its planning and evaluation, nothing must be improvised. However, one might think that we are always learning something new, rethinking our knowledge, calling into question classroom practice.

In this process, there seems to be a two-way street: on the one hand, we learn through our life experiences and this learning is reflected in teaching practice; on the other, this learning as teachers has repercussions on each person's way of being.

Furthermore, the work involves preparing a project, covering the activities to be developed, as well as the objectives sought to achieve curricular evaluation.

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