

EDUCATIONAL PRACTICES OF THE LIBRARY CONTRIBUTING TO THE INFORMATION LITERACY OF PROEJA STUDENTS

Abstract

This paper aims to discuss the role of the library in the development of students' information literacy. It is based on the assumption that "Programa Nacional de Integração da Educação Profissional com a Educação Básica na Modalidade de Educação de Jovens e Adultos" (Proeja) [National Program for the Integration of Vocational Education with Basic Education in the Youth and Adult Education Modality] may contribute to the formation of people who have historically been excluded from the educational process. The library is understood as a privileged place for exchanging experiences and sharing knowledge. Thus, the discussion will be guided by theoretical assumptions based on educational practices conducted in the library. It highlights the importance of the structure and the actions developed in the library, which is a key space in the learning process of people in a society in constant transformation. This study reveals that the library has a major challenge in attracting Proeja students to its spaces, which can be achieved by elaborating strategies that enable all students to become interactors and actual users of the offered services.

Keywords: *Library. Information Literacy. Proeja.*