

INCLUSIVE EDUCATION AND THE CHALLENGES FOR TEACHER FORMATION

EDUCAÇÃO INCLUSIVA E OS DESAFIOS PARA FORMAÇÃO DE DOCENTE

LA EDUCACIÓN INCLUSIVA Y LOS DESAFÍOS PARA LA FORMACIÓN DE PROFESORES

José Jailton RIBEIRO¹

ABSTRACT: This article has the objective to identify and analyze some peculiarities regarding inclusive education, focusing on the autistic student and the teacher formation and pedagogical practices. We also intend to investigate education assumptions in Brazil, making an explanation about the teaching methods used in the classroom with autistic students, elucidate the importance of having an educational background in special education and working with students with autism or other type of disabilities. Identify the profile of teachers to work with different disabilities. Substantiate the historical process of special education teacher in Brazil, given the different social changes.

KEYWORDS: Inclusive education. Autism. Regular education.

RESUMO: *O presente artigo tem como objetivo identificar e analisar, algumas peculiaridades a respeito da educação inclusiva, focando no aluno autista e na formação docente, e suas práticas pedagógicas. Pretendemos também investigar pressupostos da educação no Brasil, fazer uma explanação a respeito das práticas pedagógicas utilizadas nas salas de aulas com alunos autistas, elucidar a importância em se ter uma formação pedagógica em educação especial para e trabalhar com alunos com autismo ou com outro tipo de deficiência. Identificar o perfil do docente para atuar com as diferentes deficiências. Fundamentar o processo histórico da educação especial no Brasil professor, diante das diversas mudanças sociais ocorridas.*

PALAVRAS-CHAVE: *Educação inclusiva. Autismo. Ensino regular.*

RESUMEN: *Este artículo tiene como objetivo identificar y analizar algunas peculiaridades de la educación inclusiva, centrándose en la formación de los estudiantes y profesores autistas y sus prácticas pedagógicas. También pretendemos investigar los supuestos de la educación en Brasil, hacer una explicación sobre las prácticas pedagógicas utilizadas en las aulas con estudiantes autistas, para dilucidar la importancia de tener una formación pedagógica en educación especial para y trabajando con estudiantes con autismo u otro tipo de discapacidades. Identificar el perfil del profesor para actuar con las diferentes discapacidades.*

¹ Federal University of Rio Grande do Norte (UFRN), Natal – RN – Brazil. Supervisor of PIBID program of the undergraduate course in Pedagogy and Effective teacher of the Municipal Network of Basic Education. Degree in Pedagogy (FACEX). Specialization in Psychopedagogy (UNINASSAU). MBA in Strategic Person Management (LERGN). ORCID: <https://orcid.org/0000-0003-4391-6310>. E-mail: josejailtonribeiro@gmail.com

Para fundamentar el proceso histórico de la educación especial en el Brasil como maestro, en vista de los diversos cambios sociales que se han producido.

PALABRAS CLAVE: *Educación inclusiva. Autismo. Educación regular.*

Introduction

Inclusion is a right that has been much discussed and disputed by the most different educational and social segments. However, getting students with disabilities into regular classrooms, especially those with autism, has been challenging.

The aim of this paper is to discuss about inclusive education, focusing on autistic students and teacher formation. Pedagogical practices, in the light of some theorists, must understand Inclusive Education as a right for all and the need to promote learning. We also intend to demonstrate the viability of inclusion through the general transformation of schools based on my experiences in the classroom, in order to meet the principles of this new educational paradigm.

The experience in the classroom has called the teacher to work on the concept of inclusive education with children, youth and adults as a humanistic, democratic, loving, but not pious educational action, which perceives the subject in its uniqueness and which aims to growth, personal satisfaction and the social insertion of all.

The reality in the school context shows that it is necessary for the teacher to reflect on inclusion and a practice that contributes to develop the student in his potential.

We realize that the learning objective can only be achieved when the regular school assumes that the difficulties of some students are not just theirs, but partly result from the way teaching is taught and the assessment conceived, as not only children with disabilities are excluded, but also those that have difficulties in the process and cannot overcome them.

The success of including our students with disabilities in the private regular school stems, therefore, from the possibilities of achieving significant progress for these students in schooling, through the adaptation of pedagogical practices to the diversity of learners. Therefore, it is asked how the teacher has been formed and whether this formation has contributed to his pedagogical practice in the classroom.

Brazil demonstrated traces of an inclusive educational policy already in the promulgation of the Federal Constitution (1988), in title VIII, chapter of the Social Order:

Art. 208. The State's duty to Education will be carried out by guaranteeing:

III - specialized educational assistance to the disabled, preferably in the regular school system;

Article 227:

II §- 1st creation of prevention and specialized care programs for the physically, sensory or mental disabled, as well as the social integration of adolescents with disabilities, through formation for work and living together, and facilitating access to goods and services collective, with the elimination of prejudices and architectural obstacles.

§ 2. The law will provide for rules on the construction of public places and buildings for public use and the manufacture of public transport vehicles, in order to guarantee adequate access for people with disabilities.²

Given the above, we can say that our country has been advancing and joining efforts to ensure the right to quality education, as it is still part of the struggle for social equality, especially with regard to special education, which, despite having advanced, in Brazil it is still precarious. The obligation determined by legal achievements is not a guarantee of permanence and advances in student development, it only ensures access to regular education, which represents an important process in the history of inclusion.

Brazil was in line with the proposals of the World conference on Special Educational Needs in Salamanca (ESPAÑA, 1994). Such proposals, called the DECLARATION OF SALAMANCA, had the participation of delegates from 88 governments and 25 international organizations and the objective of establishing principles, policies and practices in the area of special educational needs. The official document was adapted to the Brazilian educational terminology where the term "special educative needs" was changed to "special educational needs" and likewise, the expression "integrated" or "integrative" was also replaced by "inclusive". The expression special educational needs is used to refer to children and young people whose needs stem from their high capacity or their learning difficulties. It is therefore associated with learning difficulties, not necessarily linked to disability(s).

Educational needs can be identified in different situations representing learning difficulties, as a result of individual, economic or socio-cultural conditions of students:

² Art. 208. O dever do Estado com a Educação será efetivado mediante a garantia de:

III - atendimento educacional especializado aos deficientes, preferencialmente na rede regular de ensino;

Art. 227:

II §- 1º criação de programas de prevenção e atendimento especializado para os deficientes físicos, sensorial ou mental, bem como de integração social do adolescente com deficiência, mediante o treinamento para o trabalho e a convivência, e a facilitação do acesso aos bens e serviços coletivos, com a eliminação de preconceitos e obstáculos arquitetônicos.

§ 2.º A lei disporá sobre normas de construção dos logradouros e dos edifícios de uso público e de fabricação de veículos de transporte coletivo, a fim de garantir acesso adequado às pessoas com deficiência.

- children, youth and adults with different physical, intellectual, social, emotional and sensory conditions;
- children, youth and adults working or living on the streets;
- children, youth and adults from distant or nomadic populations;
- children, youth and adults of linguistic, ethnic or cultural minorities;
- children, youth and adults from disadvantaged or marginalized groups.

In this perspective, inclusion is broad. In dealing with this work, we will establish a discussion on the issue of subjects with disabilities and global disorders.

Special education as a modality of school education gains yet another legal and political-philosophical device in its favor, LDB no. 9,394/96, Law of Guidelines and Bases of National Education:

Art. 58 - Special education means, for the purposes of this Law, the type of school education, preferably offered in the regular school system, for students with special needs.

§1º There will be, when necessary, specialized support services, in the regular school, to attend the peculiarities of the special education clientele.

§2º The educational attendance will be done in classes, schools or specialized services, whenever, due to the specific conditions of the students, it is not possible to integrate them in the regular classes of regular education.

Single paragraph. The Public Power will adopt, as a preferential alternative, the expansion of the service to students with special needs in the regular public school system, regardless of the support to the institutions provided for in this article. (BRASIL, 1996, chapter V).³

Through the school census, we can observe a 640% increase in enrollments in special education in regular schools/common classes from 1998 to 2006, clear results of the success of inclusive policy in Brazil. Unfortunately, the increase in representing the number of inclusion in teaching, does not indicate ensuring learning. This is currently the most significant struggle for inclusive education.

³ Art. 58 - Entende-se por educação especial, para os efeitos desta Lei, a modalidade de educação escolar, oferecida preferencialmente na rede regular de ensino, para educandos com necessidades especiais.

§1º Haverá, quando necessário, serviços de apoio especializado, na escola regular, para atender as peculiaridades da clientela de educação especial.

§2º O atendimento educacional será feito em classes, escolas ou serviços especializados, sempre que, em função das condições específicas dos alunos, não for possível a sua integração nas classes comuns do ensino regular.

Parágrafo único. O poder Público adotará como alternativa preferencial, a ampliação do atendimento aos educandos com necessidades especiais na própria rede pública regular de ensino, independentemente do apoio às instituições previstas neste artigo. (BRASIL, 1996, capítulo V).

The autistic student, school education in a historical-cultural perspective

Nowadays, the autistic student fits in the reports as Global Developmental Disorders (GDD). This classification is used for its diagnosis, because it is necessary to group some criteria established by the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) 59, which is an (ICD-10), International Classification of Diseases. When a child is diagnosed, he or she must be compromised in three main areas: qualitative changes in reciprocal social interactions; communication modalities; restricted, stereotyped and repetitive interests and activities. In this regard, it is important to consider that there is a heterogeneity of behaviors and attitudes among individuals with autism. Not all students with autism, communicate through verbalization. Some accept the touch, while others reject it.

Stereotyped behaviors may be present or absent. These situations make individuals unique and distant from the frozen gaze on autism. Thus, in addition to discussing the causes of autism or stereotyped characteristics, it is necessary to advance the debate on the possibilities of knowledge of these subjects in their singularities and educational actions that favor the development of children with autism.

Studying the education history of these subjects can contribute to understanding the movement they went through from the exclusion from ordinary education to reaching the actions that make their school inclusion feasible. We will briefly contextualize the schooling of children with autism, taking as a reference the period in which they were excluded from school until their insertion in this space through enrollment in ordinary education. This schooling went through changes that involved leaving special schools and entering common education. However, these changes did not take effect in a short time, on the contrary, they involved a search to occupy a place in the school for all, which has not yet been fully configured in the Brazilian reality.

The right to education for these students is guaranteed in national legislation, through the Federal Constitution of Brazil of 1988 and the Law of Directives and Bases of National Education LDB no. 9,394/96, in addition to several other legal documents. However, in the school routine, we realize that this legal right needs to materialize through the pedagogical action of teachers and the implementation of educational policies that favor school inclusion.

Often, the restricted articulation of educational policies and the precariousness of pedagogical actions make it difficult to incorporate the learning needs of these students in the activities experienced by the group in a regular classroom, as the clinical view is evident, projecting the idea that these students need “curative” interventions to their “deficiencies” to

the detriment of access to knowledge worked on in the class collective. Speaking on the school education of subjects with autism, Baptista, Vasques and Rublescki (2002) mention the proposals that focus on the establishment of behaviors considered adequate through repetitions and little flexible strategies, which reveal a perception of these subjects as incapable of significant advances in the development of more elaborate thought processes. On the other hand, based on the historical-cultural matrix, we understand that social relations and pedagogical mediation can promote the conditions necessary for the development of higher psychic functions in subjects with atypical development.

For Vigotsky (2007), the history of society and the development of man are totally linked, so that it would not be possible to separate them. Since children are born they are in constant interaction with adults, who transmit to them their way of relating and their culture.

It is through this contact with adults that the most complex psychological processes take shape. Child development is related to the mediated experiences that are provided in our social life. According to Vygotsky (2002), the formation of consciousness and cognitive development occur from the social to the individual plane, following a process of appropriation, not mechanically, but impregnated by the action of the other and the subject, in a dialectical movement. This appropriation process enables the construction of knowledge and culture and implies a mental activity pervaded by the mastery of instruments of mediation between man and the world. Among these mediating elements, language is found. For the author, “[...] thought and language are the key to the construction of the nature of human consciousness”⁴ (VYGOTSKY, 2002, p. 61).

According to Saviani (2008, p. 13), the essence of educational work consists of “[...] producing, directly and intentionally, in each singular individual, humanity that is produced historically and collectively by the group of men”⁵. In this sense, we emphasize the need to deepen the discussion on educational practices that enable the appropriation, on the part of all children, especially those with autism, of the knowledge, values, ways of thinking, feeling and acting that allow them to become from the perspective of historical humanity and collectively produced by the group of men.

⁴ “[...] o pensamento e a linguagem são a chave para a construção da natureza da consciência humana”

⁵ “[...] ato de produzir, direta e intencionalmente, em cada indivíduo singular, a humanidade que é produzida histórica e coletivamente pelo conjunto dos homens”

Teacher formation

According to Paro (1988, p. 258), the dissatisfaction of managers, researchers and teachers with the conventional ways of forming teachers in our country has been unanimous. Carried out in two levels of education - High and Higher -, the current courses do not manage to prepare the teacher with the quality that is required of this professional today.

The formation of basic education teachers (Early Childhood Education, Elementary Education and High School) presents weaknesses, despite the investments already made. In the reflective process we saw that it is still necessary to develop competences and skills favorable to the development of a pedagogical practice that enables learning.

Historically, the formation of teachers of regular education has been questioned, considering that the results point to exhaustion in the systems of Brazilian Education.

Some changes in the new scenario of teacher formation were noticed after the 90s, especially through LDB 9,394/96, something that points to the urgency of a position regarding the formation of teachers as professionals more prepared for education, it is a reality that involves not only the Special Education student. Changes are necessary and with this there are curricular innovations - interdisciplinarity, environmental-room, learning cycles, among other things - that require new skills and knowledge from teachers for professional performance and, as a consequence, new pedagogical knowledge emerges, which almost always have no place in our formation.

It is necessary, due to the specialty of the disability and the human being itself, that there is a specific course to form teachers prepared for the teaching activity that they can contribute to the transformations of conceptions, in the construction of knowledge; thus resulting in the need to rethink the pedagogical-didactic intervention in school practice.

Soares (1996; 1997; 1998), talks about the importance of investing in the quality of teacher formation and in improving working conditions in schools, so that they favor the collective construction of pedagogical projects capable of changing the frames of failure, retention and the social and human quality of schooling results.

With so many changes and evolutions, the contribution of LDB, it is notorious that the educational scenario has been growing in a timid way in the pedagogical processes in public and private schools, especially with regard to inclusive education.

The teacher we want

Nowadays and in our contemporary society, rapid changes occur in the world of work, the technological advent has been configured as a virtual society and the means of information and communication have a positive impact on the school.

Silva (1999, p. 260) states that it is not ignored that this challenge needs to be faced, primarily, in the field of public policies. However, it is no less certain that teachers are essential professionals in the construction of this new school.

According to Ramalho (2004, p. 23):

Assume reflection, criticism, research as attitudes that enable the teacher to participate in the construction of his/her profession and in the development of educational innovation, which guides the formation of a professional not to understand and explain the educational processes in which he/she participates, but also to contribute to the transformation of the educational reality within the scope of their personal and collective projects.⁶

All professional development involves initial and continuous formation linked to a process of teachers' identity and professional valorization. Identity that is epistemological, that is, that recognizes teaching as a field of specific knowledge configured in four large groups, namely, content of the different areas of knowledge and teaching, that is, of the human and natural sciences, culture and Arts; didactic-pedagogical content (directly related to the field of professional practice), content related to broader pedagogical knowledge (from the theoretical field of educational practice and content linked to the explanation of the meaning of individual human existence), personal and social sensitivity, thus considers that the transformations of teaching practices are only effectuated to the extent that the teacher expands his awareness of his own practice, that of the classroom and that of the school as a whole, which presupposes theoretical and critical knowledge about reality.

With this we understand that there are consequences, valuing the work as a teacher means providing teachers with analysis perspectives that help them understand the historical, social, cultural, organizational contexts in which their teaching activity takes place. In summary, we say that the teacher is a human professional who: helps the student's personal/intersubjective development; a facilitator of the student's access to knowledge (informed informer); a being of culture who profoundly dominates his area of expertise.

⁶ Assumir a reflexão, a crítica, a pesquisa como atitudes que possibilitam ao professor participar na construção de sua profissão e no desenvolvimento da inovação educativa, que norteia a formação de um profissional não para compreender e explicar os processos educativos dos quais participa, como também para contribuir na transformação da realidade educacional no âmbito de seus projetos pessoais e coletivos.

Education professionals must be formed in universities, not allowing a dichotomy between theory and pedagogical practice to exist, as well as having a context with prior knowledge, which is the place of social production of knowledge, of the circulation of cultural production in different areas of knowledge and the permanent exercise of action and reflection of pedagogical knowledge.

In our contemporaneity, that is, the first decades of the twentieth century, there are moments of need for renewal in all sectors of society, this is also observed in the area of education, as well as reflection for more efficient and effective practices.

We cannot stop talking about quality education without mentioning continuing teacher education; which is already being considered, together with initial formation, a fundamental issue in public policies for education. We understand that the teacher must also be prepared for the new challenges of this generation, which is always in contact with new technologies and sources of access to instant knowledge.

It is notorious that, in addition, in its initial formation, there were possibly some deficient aspects, as in the past there was no discipline that contributed to the understanding of special education. The multipurpose teacher starts to acquire the knowledge after LDB which brings in its content the need for curricular change.

Continuing education is not limited to only one refresher course, but must be seen as a process, built in the school routine in a constant and continuous way (CUNHA; KRASILCHIK, 2000, p. 3).

The bibliography research work allowed us to realize that teacher formation goes beyond the learning of techniques, concepts and methodologies, requires greater involvement with curriculum development, planning and, in theory, the ability to solve problems related to the school context, especially to the autistic student, as their specificities require deep theoretical knowledge. In the past ten years, some disciplines have been introduced to discuss inclusive education in undergraduate courses. The determination of the law and the social changes regarding the insertion of students with disabilities in regular education and their access are gradually expanded, and higher education has contributed to the achievement of the necessary improvements.

Methodology

According to the conceptualization of Biderman (1998), methodology is the study of the methods to be used when teaching a science or an art, a set of methods used in an activity. Therefore, based on this context, we propose to describe the path taken in our research.

The research was carried out through bibliographic surveys and documentary consultation in official databases, in the last 6 months.

On the databases for bibliographic survey, research on the basis of the Virtual Library in Education. A search in the scientific and technical literature in the area of “Special Education” was used, whose collection gathers the following bases:

- MEC Portal.
- UFRN Library (Federal University of Rio Grande do Norte).
- Scielo – *Scientific Electronic Library Online*: is a consolidated project for electronic publication of scientific journals following the Open Access model, which makes available, free of charge, on the Internet, the full texts of articles from more than 290 scientific journals in Brazil, Chile, Cuba, Spain, Venezuela and others Latin American countries. In addition to the electronic publication of articles, Scielo provides outgoing and incoming links through the names of authors and bibliographic references. It also publishes reports and indicators of use and impact of magazines.

The present study used the following descriptors, Special Education. We obtained a total quantity of 20 articles and books read, among which a screening of 10 bibliographic references was carried out.

Final considerations

We realized that many are familiar with the concept of Inclusion, although the process can be much more difficult to put into practice. We understand that public policies and laws that permeate this trajectory involve efforts and skills, as it goes through the modernization and restructuring of many conditions that exist in most schools, whether public or private. As a result, we face many obstacles to changing exclusionary teaching and learning conditions within the Teaching Units.

It is clear that we still have a great challenge, rethinking the new processes for the inclusion of students regardless of their disability, in an archaic matrix of school design; hence the need to recreate the current educational model. We also understand that schools that

recognize and value differences develop inclusive educational projects and the teaching they teach differs from the usual one in order to meet the peculiarities of students who cannot keep up with their classmates.

It is well known that inclusion policies are not only a great challenge for the 21st century, but also an opportunity to build another world, more humane and more just, in which everyone can live in harmony and in a sustainable way. Inclusion is not just a policy, but a path that, when walking, we build.

We also understand that the knowledge about autistic students' needs to be deepened and that the teacher, in his/her formation, must have the opportunity to acquire it, understanding that in the school environment he/she may face difficulties.

According to the literature, most autistic people have several possible variations of intelligence, but not all are able to be included in regular education. To this end, we depend on a series of factors and conditions of the inclusive school, the presence of qualified professionals, in order to guarantee all the processes of teaching and learning of the child.

The school becomes important for the autistic, because one of the challenges is to make them able to socialize. In some cases, this opportunity does not contribute significantly, depending on their level of commitment, as they do not understand the human and social world, in which case they need specialized schools. They are those whose intelligence is more compromised and more likely to learn in more prepared schools, with several specific pedagogical resources, in order to develop learning.

Throughout our work we can conclude that autistic students, fundamentally, need family and friends to treat them normally, trying to understand them in their way of being and thus trying to help them, providing treatment in all areas that they need it, and the interaction between the school and family in a more intense way is also fundamental so that together they can contribute significantly in all its aspects, whether physical, motor, intellectual or social.

REFERENCES

BAPTISTA, C. R. Integração e autismo: análise de um percurso integrado. *In*: BAPTISTA, C. R.; BOSA, C. A. (Orgs.). **Autismo e educação**: reflexões e propostas de intervenção. Porto Alegre: Artmed, 2002.

BRASIL. Lei n. 9.394, 20 de dezembro de 1996. Lei de Diretrizes e Bases da Educação Nacional. **Diário Oficial da União**, Brasília, 23 dez. 1996.

CUNHA, A. M. O.; KRASILCHIK, M. A formação continuada de professores de ciências: percepções a partir de uma experiência. *In: REUNIÃO ANUAL DA ANPED, 23., 2000, Caxambu. Anais [...].* Caxambu, 2000.

PARO, V. **Administração escolar**. São Paulo: Cortez, 1988.

PLETSCH, M. D.; LIMA, M. F. C. A inclusão escolar de alunos com autismo: um olhar sobre a mediação pedagógica. *In: SEMINÁRIO INTERNACIONAL INCLUSÃO ESCOLAR: práticas em diálogo, 1., 2014, Rio de Janeiro. Anais [...].* Rio de Janeiro: Instituto de Aplicação Fernando Rodrigues da Silveira - CAP-UERJ, 2014. Available: <https://docplayer.com.br/1588220-A-inclusao-escolar-de-alunos-com-autismo-um-olhar-sobre-a-mediacao-pedagogica.html>. Access: 02 Jan. 2020.

RAMALHO, B. L. *et al.* **Formar o professor, profissionalizar o ensino: perspectivas e desafios**. 2. ed. Porto alegre: Sulina, 2008.

SAVIANI, D. **Pedagogia histórico-crítica: primeiras aproximações**. Campinas: Autores Associados, 2008.

SILVA, C. S. B. **Curso de pedagogia no Brasil: história e identidade**. Campinas: Autores Associados, 1999.

SOARES, M. A. L. **A educação do deficiente auditivo: reabilitação ou escolaridade?** 1990. Dissertação (Mestrado) - Pontifícia Universidade Católica, São Paulo, 1990.

VYGOTSKI, L. S. **A construção do pensamento e da linguagem**. 2. ed. São Paulo: Martins Fontes, 2000.

VYGOTSKI, L. S. **A formação social da mente: o desenvolvimento dos processos psicológicos superiores**. 7. ed. São Paulo: Martins Fontes, 2007.

How to quote this article

RIBEIRO, José Jailton. Inclusive education and the challenges for teacher formation. **Temas em Educ. e Saúde**, Araraquara, v. 16, n. 1, p. 84-95, jan./jun., 2020. e-ISSN 2526-3471. DOI: <https://doi.org/10.26673/tes.v16i1.13316>

Submitted: 13/01/2020

Required revisions: 10/03/2020

Approved: 30/04/2020

Published: 19/06/2020