

International Journal of Human Sciences Research

SOME REFLECTIONS ON EDUCATION, INITIAL TRAINING AND SCHOOL INCLUSION

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Abstract: The subproject of the Institutional Scholarship Program for Teaching Initiation - PIBID/CAPES da UEMG/Barbacena of the Pedagogy course made possible the contact between the future teacher with the locus of his work, the school, preparing him for the reality of public education and its diversities. Thus, specifically on the aforementioned subproject, we aimed to work with inclusive education, expanding the pillars of training of active scholarship holders. This way, the activities were implemented in four municipal schools in Barbacena/MG, where initially the diagnoses were carried out and the elaboration of the profiles of the students who were assisted through didactic-pedagogical interventions, emphasizing literacy and mathematical knowledge through the ludic, using concrete materials and educational games. Therefore, we offer pedagogical alternatives that meet the educational needs of the children served, respecting the specificities of each student, valuing their potential and applying the assumptions of inclusive education. We emphasize that the interventions developed at the school contributed to the learning process and inclusion of the students served and, therefore, we bring here some reflections. In this work, this way, we seek to present the pedagogical practices carried out by us in order to show the importance of PIBID's relationship in initial training with Education and with school inclusion. Therefore, the subproject provided the scholarship holders with the articulation between theory and practice, fundamental for the training of teachers. Finally, it is possible, through PIBID, to (re)think curricular internships, curricula, as well as inclusive school practices and teacher training that must or should contextualize the theories with the aforementioned practices carried out in school institutions.

Keywords: Pibid. Initial formation. Pedagogical practices. Education. Inclusive education.

INTRODUCTION

Talking about Inclusive Education is thinking about an Education that truly prioritizes all children and, above all, enables freedom as a construction of citizenship and emancipation.

For Coutinho (2013, p.12):

In Pedagogy of the Oppressed, and in subsequent publications, Paulo Freire explores the possibilities of learning through a process that depends on the creation of a true dialogue between student and teacher, in which both parties assume both roles - educator and student. Freire criticizes approaches based on the imposition of contents, established outside communities, which he called "banking" Education. According to him, Banking Education is based on the idea that only one side has knowledge, and that the other is passive, a mere recipient of deposits; no contribution is expected from him. Freire criticizes those who, "outsiders", consider community members only as objects; for him, the educational process must be based on a dialogue between subjects, the foundation of a liberating Education.

Still according to Freire (2002, p.54):

The *raison d'être* of Liberating Education lies in its conciliatory initial impulse. Hence, this form of Education implies overcoming the educator-students contradiction, in such a way that both educators and students become simultaneously. In the banking conception that we are criticizing, for which Education is the act of depositing, transferring, transmitting values and knowledge, this overcoming does not occur, nor can it occur. On the contrary, reflecting the oppressive society, as a dimension of the culture of silence, "banking" "Education" maintains and encourages contradiction.

Education as a practice of freedom, by Paulo Freire, is based on belief, on the knowledge of students and communities, more than that, it is anchored on trust in the other. This means that, according to Freire (2002), Education for all is the guarantee that they will have the right to speak in society. In his proposal, the act of knowledge has the student's culture as the fundamental purpose; not to crystallize it, but as a starting point for him to progress in reading the world, understanding himself as an active subject of history.

It is necessary to contemplate each student who enters the school gates with a specific, differentiated and welcoming look so that he feels motivated to return every day in search of his weapon of liberation: knowledge.

And more,

[...] the future is many; and they will result from different arrangements, according to our degree of consciousness, between the realm of possibilities and the realm of will. This is how initiatives will be articulated and obstacles will be overcome, making it possible to counteract the strength of dominant structures, whether present or inherited (SANTOS, 2007, p.161).

And it is with this look in mind (of innovation, freedom, diversity) that we present in this text some experiences of PIBID/UEMG/Barbacena in Pedagogy, seeking some relations between Education, Inclusive Education and the referred program, since,

[...] to designate the social condition of origin of the writers, the privileged theme in the texts or the combination of both, spreading to characterize the literary products of those who feel marginalized by society or of the authors they bring to the literary field, themes, terms, characters and languages linked to some context of marginality (NASCIMENTO, 2009, p.112).

It is worth remembering that the Institutional Scholarship Program for Teaching Initiation (PIBID), which is

an initiative of the Federal Government, promoted by the Coordination for the Improvement of Higher Education Personnel (CAPES), bringing undergraduate students (i.e., students from initial training) of the school reality, aiming at experiences to enrich their professional training. The program grants scholarships to undergraduate students participating in teaching initiation projects, developed by Higher Education Institutions (IES), in partnership with basic education schools in the public education network. The projects must promote the inclusion of students in the contexts of public schools, from the beginning of their academic training.

GOAL

Reflect on Education, initial training and school inclusion through the pedagogical practices of PIBID/UEMG/Barbacena in Pedagogy, seeking some relationships between the program, education and school inclusion.

MATERIALS AND METHODS

Through PIBID/CAPES/UEMG, we propose an intervention in four municipal schools in Barbacena - Minas Gerais (observations in the classroom, observations of the school routine, monitoring of teaching activities and evaluation with the teachers involved and with the supervising teacher) with the aim of seeking possible indicators of inclusion and/or possible conflicts that make Inclusive Education increasingly distant, enabling scholarship holders to develop activities that can contribute to the inclusion process being effective.

PRESENTING EXPERIENCES, SEEKING RELATIONSHIPS

At first, a survey was carried out on the context in which the schools are inserted so

that we could understand the public that we would work with. Here are the results:

The 4 schools are located on the outskirts of the city and are part of the official education network, which is maintained by the Municipality of Barbacena. It operates in two shifts, as follows: 1st shift from 7 am to 11:25 am. 3rd shift from 12:30 pm to 4:50 pm. They all attend Kindergarten and Elementary School I.

The schools are intended for the integral formation of the student, aiming at the development of their potential, the common formation indispensable to the exercise of citizenship, providing them with means to progress in the world of work, in social practice and in further studies, and provide assistance to communities of your surroundings.

As these institutions are located on the outskirts, the clientele received is in a low socioeconomic situation, with a high percentage of students benefiting from government social benefits.

Communities as a whole do not have access to cultural assets, and this access is linked to events produced by the school.

Over the years, they have received an increasing number of students with SEN (Special Educational Needs) and/or learning difficulties and behavioral disorders.

This context has been demanding new positions from the school and a pedagogical action that ensures the successful permanence of students in regular education and changes the situation of exclusion (MAZZOTA, 1996). The school's performance has not been occurring in isolation, the search for partnership with specialized institutions has greatly helped in serving students with SEN, so that they can progress in the teaching and learning process.

With that in mind, the Multifunctional Resource Rooms began operating in both shifts. This service covers students from the

schools themselves and from nearby schools. This service is carried out in the student's counter shift, in a minimum time of 50 minutes and a maximum of 2 hours, with students organized in groups of a maximum of 05 per opening hours.

The school calendar consists of 200 (two hundred) school days. For the student to be promoted to the next grade, it is necessary to reach 50% of the points distributed throughout the year, in four quarters, totaling 100 points per year. Students who over the two-month period do not achieve satisfactory performance in the disciplines of the curriculum will be subject to final recovery.

After this initial diagnosis, the scholarship holders, together with the supervisors and the area coordinator, sought to insert themselves into the school reality.

First, an investigation was carried out with the direction and guidance of the schools to understand what their demands were. After that, we propose an activity that we call "Games Station".

The Game Station is an activity aimed at the cognitive development of children. The type of game chosen depends on the type of difficulty. For example, if the child has difficulty with Portuguese, we choose games that involve letters. If the child has difficulty with mathematics, we choose games with numbers (SUPERVISOR).

This way, we entered school institutions and began to work with children with special educational needs. And, to our surprise, it worked so well that the management asked us to expand the Games Station to the whole school (playground), as there was a lot of confusion and rush. The supervision and direction saw in the Games Station a possibility of changing this moment.

Currently, the Games Station was implemented during recess, with 100% of students joining. We thought they wouldn't

like it, but they did. They even line up, waiting for the scholarship holders to hand out the games.

We realize, therefore, that PIBID has contributed a lot, not only for the school, but for everyone involved in this process.

The following is the report of a director of one of the schools, after the arrival of PIBID:

I want them to continue, because I understand their availability, their willingness to help, I also understand the change in the school's routine, for the better. The students feel safe with the follow-up and with the activities proposed by the project and, really, the PIBID team is doing something to improve. I want to leave here my sincere thanks (DIRECTOR).

A PIBID supervisor, who is also a teacher at the school, presents her report:

Inclusion brings us a look at change, at adapting old habits, and this makes us look back at ourselves and at school. Professionally, it's enriching me. Every day I look for strategies that will help the student to eliminate barriers in their learning process, favoring autonomy and involvement in search of a better quality of life. For teachers who are already working, it is bringing and will bring great help. And most important of all, students are increasingly participating in their learning process. PIBID is making a difference not only in my life, but in that of everyone involved (SUPERVISOR).

Finally, here is the testimony of a fellow:

PIBID has been providing us with a fantastic professional and academic maturity, through it I was sure that I chose the right profession, because as I am in the initial periods with only theory, I was not sure if I wanted to continue in the Pedagogy course, from the moment since we started going to school this conception of mine has changed and today I am sure that I am on the right path. All students on the course must have the interest and the opportunity to go through this experience that PIBID gives us of experiencing the reality of public schools.

I feel satisfied with the changes and the work that all of us are doing both for the school and for ourselves. PIBID has also been motivating me to read more, study more to feel prepared to work with students.

Given this, we can see that PIBID is making a difference for everyone involved (scholarship holders, supervisors, coordinators, children, school teachers, principal, among others), and is an important tool for (re)thinking education, once which not only seeks to include all children in the educational process, but also seeks to bring the university closer to the school, to bring theory closer to practice, seeking to improve the quality of Brazilian education, because for Cartolano (1998, p.9),

[...] it is necessary to intensify not only systematic studies on the complexity of education and the school already in the initial semesters of the pedagogy course, but also to carry out observation and teaching internships both in regular classes, which include so-called special students, and in specialized classes or institutions. Only then will it be possible to rethink the theory and practice of educator training.

Finally, this author makes it clear that there is still much to be done on the issue of special education, because in the historical phase in which we live, it does not make sense to have different training for teachers who will work in a regular network from those of special education networks. After all, inclusion is already part of our school scenario, with this the teacher experiences a reality in which diversity is present and the objective of teaching is the education of all students, whether they have special educational needs or not, so let's think about the PIBID as a great ally in the training process of our future educators, this is the most important relationship of this program with school inclusion: properly preparing the professionals who will work with all children.

FINAL CONSIDERATIONS

The schools we work with are municipal, offer Kindergarten (up to 5 years old) and Elementary School I (up to 10 years old) and work in 2 shifts. Thus, through PIBID, we propose actions, after the diagnosis, to effect, or at least seek, school inclusion.

Therefore, our initial step was to insert ourselves into this school reality and implement what we call the Games Station, which, in a way, has already greatly modified the behavior of students during recess.

During this time that we are at school, our first observations were that the actors involved in this process have the will and breath for changes, but there are still many challenges ahead, as it is a slow process, but which, if done responsibly and conscientiously, will result. It is made. It was found, therefore, that everyone will learn a lot through the exchange of information, experience and knowledge, thus contributing to the establishment of an inclusive practice.

Finally, we observe that Education, Initial Training, School Inclusion and PIBID converge towards a common objective, which is to restructure the culture, practice and policies experienced in society so that it responds to the diversity of all people, seeking to embrace diversity as “someone” who lives closely with us, concretely reflecting the difference that is before us and that urgently needs to be thought about, felt and (with) lived (ALMEIDA, 2011).

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