

THE (IN)VISIBILITY OF SPECIAL EDUCATION IN THE CURRICULUM: THE PEDAGOGICAL PROJECTS OF UNDERGRADUATE TEACHING COURSES AT THE FEDERAL INSTITUTE OF GOIÁS

A (IN)VISIBILIDADE DA EDUCAÇÃO ESPECIAL NO CURRÍCULO: OS PROJETOS PEDAGÓGICOS DE CURSOS DE LICENCIATURA DO INSTITUTO FEDERAL DE GOIÁS

LA (IN)VISIBILIDAD DE LA EDUCACIÓN ESPECIAL EN EL CURRÍCULO: LOS PROYECTOS PEDAGÓGICOS DE LOS CURSOS DE PREGRADO EN EL INSTITUTO FEDERAL DE GOIÁS

Calixto Júnior de SOUZA¹

ABSTRACT: The present study aims to investigate the Pedagogical Projects of Courses (PPCs) and the curricular matrices of initial teacher education of the Federal Institute of Education, Science and Technology of Goiás (IFG) in order to analyze and discuss how is constituted the discipline of Special Education in the undergraduate teaching courses studied. Therefore, a documentary research with an exploratory study characterized by a case study was adopted as a methodological path, thus, it was based on the analysis of the PPCs, curricular matrices, resolutions pertinent to the IFG as a corpus that contribute to the articulation of the initial formation of teachers of this institution. Regarding the IFG's PPPs, 19 (nineteen) undergraduate teaching courses were analyzed, with only two campuses having the Special Education discipline as mediator of the knowledge related to the process of educational inclusion and, therefore, considering some elements of the disciplines, such as, for example, the subjects that are taught, and also its timetables. To seek a critical and conscious teacher education become even more urgent in the process of educational inclusion with a view to building an educational foundation that is inclusive nature.

KEYWORDS: Special education. Teacher education. Process of educational inclusion. Pedagogical projects of courses.

RESUMO: O presente artigo tem como objetivo investigar os Projetos Pedagógicos de Cursos (PPCs) e as matrizes curriculares da formação inicial de professores do Instituto Federal de Educação, Ciência e Tecnologia de Goiás (IFG), de modo a analisar e discutir como se constitui a disciplina de Educação Especial nos cursos de licenciaturas estudados. Para tanto, adotou-se como percurso metodológico uma pesquisa documental com um caráter de estudo exploratório, pautada por um estudo de caso; dessa forma, pautou-se na análise dos PPCs, das matrizes curriculares e das resoluções pertinentes ao IFG enquanto corpus que contribuem para a articulação da formação inicial de professores desta instituição. No que se refere aos PPCs do IFG, foram analisados 19 (dezenove) cursos de licenciatura, sendo que somente dois Campi possuem a disciplina de Educação Especial

¹ Federal Institute of Education, Science and Technology of Goiás (IF Goiano), Rio Verde – GO – Brazil. Professor and Coordinator of the Service Center for People with Specific Needs (NAPNE). Doctorate in Special Education (UFSCAR). ORCID: <https://orcid.org/0000-0003-3591-1173>. E-mail: calixto.souza@ifgoiano.edu.br

enquanto mediadora dos conhecimentos atinentes ao processo de inclusão escolar e, portanto, atentando-se para alguns elementos das disciplinas, como, por exemplo, as disciplinas que são ministradas e, também, sua carga horária. Torna-se cada vez mais urgente a busca de uma formação de professores crítica e consciente ao processo de inclusão escolar com vistas a construir um alicerce educativo e com uma natureza inclusiva.

PALAVRAS-CHAVE: *Educação especial. Formação de professores. Processo de inclusão escolar. Projetos pedagógicos de cursos.*

RESUMEN: *Este artículo tiene como objetivo investigar los Proyectos del Curso Pedagógico (PPC) y las matrices curriculares de la formación inicial del profesorado del Instituto Federal de Educación, Ciencia y Tecnología de Goiás (IFG) para analizar y discutir cómo se constituye la asignatura de Educación especial en los cursos de pregrado estudiados. Con este fin, se adoptó una investigación metodológica como investigación documental con un carácter de estudio exploratorio guiado por un estudio de caso; así, se basó en el análisis de PPC, matrices curriculares y resoluciones relevantes para el IFG como corpus que contribuyen a la articulación de la formación inicial de docentes de esta institución. Con respecto a los PPC de IFG, se analizaron 19 (diecinueve) cursos de pregrado, y solo dos campus tienen la asignatura de Educación Especial como mediadora del conocimiento relacionado con el proceso de inclusión escolar y, por lo tanto, prestando atención a algunos elementos de las asignaturas, como, por ejemplo, las asignaturas que se imparten y también su carga laboral. La búsqueda de una educación docente crítica y concienzuda para el proceso de inclusión escolar es cada vez más urgente para construir una base educativa con una naturaleza inclusiva.*

PALABRAS CLAVE: *Educación especial. Formación docente. Proceso de inclusión escolar. Proyectos de curso pedagógico.*

Introduction

This study addresses inclusion as a process that, in turn, denotes continuity. Considering that it involves a range of factors intrinsic to teacher formation, it is necessary to understand it as a dilemma, that is, it is marked by moments of inclusion or exclusion, in which one stands out over the other depending on the didactic mechanisms-methodologies adopted by the professors.

This study assumes that undergraduate teaching courses at the Federal Institute of Education, Science and Technology of Goiás (IFG), based on the curricular matrices from the perspective of the school inclusion process, have the ideal task of form, educate and teach future teachers on how to deal with such a process.

In view of this panorama, it is therefore necessary to ask about two fundamental questions that guide the understanding of this study: How does the formation of teachers in the context of the IFG materialize before the curricular matrices? And, still, there is the

discipline of Special Education and, if so, how does it appear as a mediator of the school inclusion process?

In order to answer these questions, it is necessary to start from the nature of teaching degree courses in general, as it is assumed that IFG undergraduate teaching courses outline an inclusion discourse through its principles relating to respect for diversity and differences in the students that are the Target Group of Special Education (TGSE).

Regarding Law No. 9394 (BRAZIL, 1996), which establishes the Guidelines and Bases of National Education (LDBEN), it is interesting to highlight that it addresses, in Chapter V, Special Education as a way to endorse the discussion on this teaching modality within the scope of regular education. This is because Special Education means “the type of school education offered preferably in the regular school system, for students with disabilities, global developmental disorders and high skills or giftedness” (BRASIL, 1996, p. 22, our translation).

In this study, therefore, it is proposed to direct the themes of school inclusion and special education in the initial formation of future teachers of teaching degree courses in the context of the IFG from the following general objective: to investigate the PPCs and the curricular matrices of the initial education of IFG teachers in order to analyze the constitution of the Special Education subject in IFG's undergraduate teaching courses.

In this context, based on the school inclusion paradigm, it is necessary to reflect on the school inclusion process as a dynamic factor that involves not only the role of the teacher in the materialization of pedagogical practice, as there are other actors as protagonists of such process, namely, director, coordinator, students, parents or guardians, internal and external community.

Teacher formation and teaching degrees

It is assumed that teachers are mediators of the role of students in the teaching process; there is an urgent need to rethink teacher formation as an articulator of the educational process, with a view to providing an education that meets society's desires, limits and advances.

Regarding the content of analysis on the materialization of curricular matrices in the context of initial teacher formation, it is necessary to structure it by questions that do not fail to contemplate social, inclusive and cultural aspects. The curriculum is immersed in a broad and dialectical sense of teaching planning and pedagogical practice, to the detriment of

thinking it only in an instrumental sense and, also, with an uncritical content. In this sense, Sacristán (2000, p. 15-16, our translation) understands that the curriculum:

[...] it is a practice, expression, of the socializing and cultural function that a given institution has, which regroups around it a series of different subsystems or practices, among which is the pedagogical practice developed in school institutions that we commonly call teaching.

Given this, the curriculum can be analyzed as a political and cultural tool immersed in power relations that go beyond educational walls. In this perspective, such a curriculum is full of social mechanisms that make it an important means to reduce social inequalities, because “the curriculum is a contested area, it is a political arena” (MOREIRA; TADEU, 2011, p. 28, our translation).

According to Gatti (2014), in Brazil the undergraduate teaching courses have shown a framework of isolation among themselves, in which in the field of curriculum there is a scarcity of discussion which “segregate formation in the specific area of pedagogical knowledge, dedicating a small part of its curriculum to professional teaching practices, school issues, didactics and school learning” (GATTI, 2014, p. 39, our translation). Therefore, it is necessary to respect the individuality of all students, so that this means giving opportunities for everyone to learn the same content, making the necessary adjustments to the curriculum (HEREDERO, 2010).

In addition, it is necessary to highlight that, regarding the materialization of the initial teacher formation, that future teachers, in the exercise of their function, may encounter students who are TGSE, they may have the possibility to work with them since Early Childhood Education. However, unfortunately, the blame for not being able to teach content related to the process of school inclusion, especially for all students, assumes an effect of deciding on the inclusion or exclusion of such students (CRUZ; GLAT, 2014).

Therefore, the importance of an initial teacher formation that underpins the critical thinking of the mistaken view in teaching that they will never work with such students in pedagogical practice is highlighted. Above all, because the experience with a person in a condition of disability, whether at school or in society, presupposes the breaking of paradigms that are mistakenly disseminated in our culture.

It is noteworthy that studies denounce the lack of preparation of teachers to deal with students with disabilities (BUENO, 1999; CAETANO, 2009; VITALIANO; MANZINI, 2010), especially those with severe disabilities. In view of the discourse of unpreparedness to deal with such students, there is a strong lack of initial formation that aims to alleviate such

gaps in the process of teacher education with a view to enhancing collective work to enhance school inclusion.

The knowledge is constituted, it is plural and collective, because, say, they are between the instituted and the instituting, that is, between the knowledge that accumulates along the academic-professional path and that knowledge that the teacher allows to emerge in the world of knowledge of his area (TARDIF, 2014).

In this way, a historical impasse is created between generalist teacher and specialist teacher in which such differentiation denotes the characterization in which the teaching and learning processes will be carried out, that is, the multipurpose teacher is everyone who aims to contemplate a range of contents in their pedagogical practice, while the specialist teacher will improve in a certain discipline without involving contents that approximate his discipline (GATTI, 2010).

The IFG curriculum as an interdisciplinary axis

The Federal Institutes of Education, Science and Technology (IF) were created in 2008, by means of Law 11,892, and are intended, in the first instance, to serve a student at a technical and higher level, aiming at technical formation, as a way of option to the job market, inspired by models with a faster and more flexible formation. The IFG curriculum should be analyzed in detail to trace the approximations between the possible Special Education disciplines and interdisciplinarity. Given the curriculum of IFG courses, it is important to emphasize that it presents a political and social nature in order to value social inclusion in order to provide for a critical and omni-lateral education (IFG, 2013).

It is worth mentioning that the implantation of the IFs had as a background to supply the shortage of teachers in the scope of future teaching activities of undergraduate teaching courses in various locations in the country, in which this institution started to treat teacher formation as a priority, emphasizing that 20% of courses must be strictly undergraduate teaching degrees.

Given this perspective, it seems that the Special Education discipline could be articulated in the curricular matrices of undergraduate courses as mandatory, in order to address the peculiarities of students with disabilities. However, it is optional in most IFG undergraduate teaching courses due to a decision by the collective of teachers of such courses not to offer it mandatorily. Thus, the intentionality would not be to impose the obligation of such discipline in the scope of the curriculum of these courses, but rather, to demonstrate that

it is possible to build cultures of inclusion through examples of courses that are mandatory, as well as to cultivate interdisciplinarity.

In order to follow the paths of a process of school inclusion, whose materialization is in the discipline of Special Education, initially, it is necessary to enable the understanding of the initial education of teachers with an interdisciplinary approach. Such an outline allows an investigation of the undergraduate teaching courses to be carried out in terms of identifying, reflecting and comparing the articulation of the Special Education discipline in their curricular matrices. Fazenda (2012) elucidates that the first step in building an interdisciplinary conception would be to abandon those overbearing, unidirectional and non-rigorous stances that do not allow an advance in the sense of facing the new with other perspectives.

In view of this scenario, the IFG had its organizational structure expanded, with the consequent increase in the number of students in the various technical and higher courses, with the certainty of transcending the segregative and exclusive ties that have always reigned in our education. Still, with the certainty of a multipurpose and omni-lateral formation, that is, “a truly integral formation of students and of the effectively democratic, sovereign, sustainable and socially inclusive development of the Country and its regions and localities” (IFG, 2013, p. 10, our translation).

In relation to Resolution No. 13 of 2 June 2014 (IFG, 2014), which defines the pedagogical and institutional guidelines for teacher formation through the offering of IFG undergraduate teaching courses, it is important to highlight that this resolution does not address as principles an education that is inclusive in order to meet the teaching and learning process for students with disabilities.

Based on Resolution MEC/CNE no. 2 of 1 July 2015 (BRASIL, 2015), which defines the National Curriculum Guidelines for initial formation at higher level and for continuing education, it addresses equal access and permanence of all students within the scope of basic education, which must excel in the articulation between the Institutional Development Plan (PDI), the Institutional Political-Pedagogical Project (PPI) and the Pedagogical Course Project (PPC).

In view of this scenario, it is necessary to rethink the construction of the PPC in the IFG in order to meet the guiding principles of the PDI and, also, of the pedagogical practice taught by the professors with a view to signifying a fertile space for changes and for acceptance of the educational inclusion process. However, it is worth noting the gap between the PDI and the PPC regarding the initial formation of teachers for the implementation of the

process in question at the IFG, whose functionality does not meet the minimum requirements in favor of a process that instigates the educational inclusion of students with disabilities.

Considering that the institutional and legal space for the formation of the teacher of Professional Education (PE), as of basic education in general, in Brazil, is the teaching degree course, which aims to enable the future teacher in terms of knowledge, skills and necessary attitudes for teaching, it is assumed that there is a knowledge specific to the teaching area that is basic for the formation of PE teachers.

Methodology

Regarding the adopted methodology, essentially on the classification as to the objectives of this study, the exploratory analysis procedure is used as a reference, since according to Gil (2002), this procedure is adopted in research that allows an overview of the theme studied, in order to understand about a certain fact. Above all, the exploratory type is used when the chosen theme is little explored and, thus, it is difficult to assume and formulate cohesive and defined hypotheses.

Therefore, regarding the classification as to the data collection technique, this study welcomes bibliographic and documentary research. According to Marconi and Lakatos (2006), such research is part of an indirect documentation process, in which “it uses data sources collected by other people, which may consist of material already prepared or not” (MARCONI; LAKATOS, 2006, p. 43, our translation).

As an investigative path, this study is guided by the case study, as it deals with a specific reality - the IFG - analyzing its curriculum in order to understand how Special Education is inserted. Specifically on the classification of the research regarding the choice of the object of this study, this part is configured as a case study (ANDRÉ, 2008). According to André (2008), the choice of the case study has as a central point the researcher's intention in what he wants to know about the case studied, going through the structuring of the purpose, as well as the problem to be answered by the study.

For this study, the sources were collected from the data of the PPCs rescued on the IFG website itself (www.ifg.edu.br), in which the data were tracked through each Campus with a filtering survey for undergraduate teaching degrees. It is important to note that some PPCs are not on the website and, in turn, PPCs were requested from the coordinators of the undergraduate teaching courses, they made it available by e-mail after calling each campus. From these sources, the data pertinent to the Special Education discipline were collected

regarding: the workload, the compulsory nature of the discipline, the engagement for the Special Education area, the semester that is offered, interdisciplinarity. In relation to the PPC, the mediations between the course project and the process of educational inclusion were verified in order to materialize this process to serve students with disabilities in regular education.

Results and discussion

With the intention to carry out an analysis of the Pedagogical Project of the Course (PPC) of the studied teaching degrees, consisting of 19 (nineteen), such results were diagnosed from the collection of the PPCs through the IFG website, as well as coordinators of undergraduate courses. Chart 1 objectively demonstrates the reality of the IFG in relation to the process of school inclusion through the disciplines related to this process, the period that the subjects are taught and also the workload of the subjects.

Chart 1 – General demonstrative of the teaching degrees

Campus	Course	Subjects	Period	Workload
Anápolis	Teaching Degree in Chemistry	- Letters -Libras	8 th	72
	Teaching Degree in Social Sciences	Libras	8 th	72
Aparecida de Goiânia	Teaching Degree in Dance	- Dance teaching and special educational needs -Libras	6 th 4 th	36 72
	Teaching Degree in Bilingual Pedagogy	- Fundamentals and Methodology of Special Education and Inclusion - Deaf and blind ² and Multiple Sensory Deficiency - Teaching Practices/ Studies Integrators: Education and Diversity - Ethnic-Racial Relations, Afro-Brazilian and Indigenous History and Culture -Libras I to VIII	6 th 1 st to 8 th	108 I to IV-54 V to VIII- 27
Cidade de Goiás	Teaching Degree in Visual Arts	-Libras	4 th	54
Formosa	Teaching Degree in Biological Sciences	-Letters -Libras	8 th	54
	Teaching Degree in	-Letras	5 th	54

² Such nomenclature appears in the PPC of this course and is decontextualized with the correct terminology, which is deafblindness.

	Social Sciences	-Libras		
Goiânia	Teaching Degree in Physics	-Libras	2 nd	54
	Teaching Degree in History	-Libras	2 nd	54
	Teaching Degree in Letters – Portuguese Language	-Libras	8 th	54
	Teaching Degree in Mathematics	-Letters -Libras	7 th	54
	Teaching Degree in Music	-Letters -Libras	2 nd	54
Goiânia Oeste	Teaching Degree in Pedagogy	- Fundamentals of Special Education and Inclusion - Libras I and/or II (II is option)	6 th	108
			7 th	72 e 27
		- Topics in Education and Diversity	3 rd	36
Inhumas	Teaching Degree in Chemistry	-Libras	8 th	30
Itumbiara	Teaching Degree in Chemistry	-Libras	8 th	54
Jataí	Teaching Degree in Physics	-Libras I and II	4 th and 5 th	27 and 27
Luziânia	Teaching Degree in Chemistry	-Letters -Libras	8 th	54
Uruaçu	Teaching Degree in Chemistry	-Libras	8 th	54
Valparaíso	Teaching Degree in Mathematics	-Libras	8 th	54

Source: Devised by the authors

Through Chart 1, it is possible to notice, by the number of undergraduate teaching courses in the different IFG Campuses, the presence of 5 (five) in chemistry, 2 (two) in mathematics, 2 (two) in physics, 2 (two) in social sciences and 8 (eight) with only one teaching degree.

Through this survey it is noted that most of the teaching degrees are in the area of Chemistry; such analysis instigates us to understand how the Special Education discipline can be inserted in the curricular matrix in order to make possible a training that contemplates the practical aspects of the area. This is because, in their future teaching instances, the teachers will have students (TGSE), thus reflecting how these students will be included in the theoretical and practical classes.

Still about Chart 1, it is also possible to note the very small number of courses that have the discipline of Special Education in their curricular matrices, agreeing with the idea that the non-mandatory nature of this discipline, many times, means the omission in such curricular matrices; The question then arises: to what extent can the legal question of this subject result in a connection with the other subjects of the course?

The presence of Special Education disciplines is a reality in only 3 (three) teaching degrees of the courses studied, namely: the discipline of Dance Education and special educational needs, in the Teaching degree in Dance at the Aparecida de Goiânia Campus; the disciplines of Fundamentals and Methodology of Special Education and Inclusion, Deafblindness and Multiple Sensory Disability and Teaching Practices/Integrating Studies: Education and Diversity - Ethnic-Racial Relations, Afro-Brazilian and Indigenous History and Culture, in the teaching degree course in Bilingual pedagogy of the same Campus; and the disciplines of Fundamentals of Special Education and Inclusion and Topics in Education and Diversity in the teaching degree in Pedagogy at Campus Goiânia Oeste, thus denoting a gap in the initial training of teachers in a broad context.

Note the predominance of the discipline of Brazilian Sign Language (Libras) as a mediator of knowledge about deafness and the deaf community, which, in turn, does not explain knowledge of other disabilities in order to include all TGSE students. Regarding the mandatory nature of a subject in the curriculum related to the process of school inclusion, it can be inferred as a legal order Decree no. 5626 (BRASIL, 2005), which regulates the obligation of the Libras discipline for undergraduate teaching courses and optional, for other higher education courses.

Perhaps this is a question that can outline various judgments of values and attitudes, however the question is that the insertion of the Libras discipline as a legal order, on the one hand, has enabled a new look at the inclusion of deaf students and, consequently, will provide that these students are positively included in society, since the communication bridge between Libras and the Portuguese language will no longer be a babel of discourse and practice at school. On the other hand, keeping the focus only on the legal order without having harmony with the pedagogical practices, as well as with the educational pathways, does little to contribute to the implementation of a school inclusion process cohesive with the reality of the students (TGSE), because, certainly, it will not make possible an inclusive teaching that aims at the creation of methodologies coherent with this process.

It is possible to see a range of subjects in the curricular matrices of the analyzed courses that, potentially, could address knowledge related to Special Education. Thus, it is necessary to create a culture of inclusion in which the collective of teachers can carry together the privilege of including students in TGSE. For that, it is necessary to think about an initial teacher formation that becomes the first steps towards the assimilation of inclusive knowledge and, for that, it is essential that the PPC of the course is built with guidelines and elements that can objectify the process of school inclusion.

Regarding the formation of teachers to work in the area of Special Education through Ordinance No. 1793 (BRASIL, 1994), Chacon (2004) considers a concise argument to justify the implementation of the ordinance within the initial teacher formation in the courses analyzed by same; and also ponders on some areas of formation that may be related to the area of Special Education, in order to better understand the process of school inclusion.

It is noted that all common core subjects could assist in the assimilation of knowledge related to the school inclusion process, in view of some interdisciplinary criteria, such as, for example, the disciplines of History, Philosophy, Psychology, Sociology, among others; as well as the specific nucleus, because, in short, they are the disciplines that can enhance the formation of undergraduate students with a view to enabling an inclusive north of the work of their future work instances.

Such interdisciplinarity can be followed in the schematics of the following disciplines:

The **disciplines** of *Philosophy of Education I and II* may have, as **interdisciplinary criteria**, to deepen the constitution of the subject with disabilities through philosophical knowledge; such disciplines will be able to base the understanding of this subject under the philosophical aegis within the scope of Philosophy I and II.

The **disciplines** of *Sociology of Education I and II* may have, as **interdisciplinarity criteria**, addressing the social nature of disability; such disciplines can support the understanding of the medical and social model as a way of delineating how the conception of body and man is constituted under a social bias within the scope of Sociology I and II.

The **discipline of Libras** may have as its **interdisciplinary criteria** the function of bringing knowledge of deaf culture to students with disabilities, as a way of making society a scenario of constant search for rights, especially for deaf students.

The **disciplines** of *Didactics I and II* can have **interdisciplinary criteria** to improve the teacher's know-how, in order to consolidate a future teacher formation consistent and coherent with the school, allowing, therefore, the student in a condition of disability, a planning collective and the organization of teaching work.

The **disciplines** of *History of Education I and II* can have as **interdisciplinary criteria**, with the purpose of addressing the history of students in a condition of disability, tracing the concept of man of such students, unveiling the exclusionary and discriminatory frameworks.

The **disciplines** of *Educational Psychology I and II* may have as **interdisciplinarity criteria** an approach traced to the theoretical currents of psychology with a view to deepening

the theories of learning, such as, for example, the study of Vygotsky in his writings on defectology.

The **discipline** of *Education Policies* can have as **interdisciplinarity criteria**, starting from the assumption in the Education for All movement: in this discipline, the teacher can focus on the legal framework from the year 1990, contextualizing the right of education for students in conditions of disability. In addition, it would be interesting to mark the distance between the legal discourse and the materialization in the practice of inclusion.

The **disciplines** of *Social and Subject Education* can have as **interdisciplinarity criteria** to demonstrate the role of the student/subject in a condition of disability in their relationship with the socializing and educational bodies, in order to address the social and medical models with regard to deficiency.

The **discipline** of *Anthropology and Education* can have as **interdisciplinarity criteria** to contribute towards bringing anthropology, culture and education closer together, having as its core the process of educational inclusion with a view of the public in this process.

The **discipline** of *Curricular Internship* may have as **interdisciplinarity criteria** an insertion in the internship, which can be considered as the materialization of theory by/for practice, that is, praxis, in which the undergraduate student can relate the knowledge of the classes.

The **discipline** of *Youth and Adult Education (EJA)* can have, as **interdisciplinary criteria**, to approximate the reality of young people and adults in a condition of deficiency, with their peculiarities of learning, to EJA, in order to outline a teaching that is cohesive and coherent with the pace of development of this with a view to the idea of potential subjects of knowledge.

The **discipline** of *Culture, Curriculum and Assessment* may have as **interdisciplinarity criteria** a moment of reflection to outline a curriculum that is inclusive and includes students in a condition of disability, together with the assessment, which must be diagnostic and respect the learning peculiarities of each student.

The above proposal outlined an interdisciplinary proposal as a way of articulating the discipline corresponding to Special Education with the other subjects of the course. Such disciplines will not have a unified aspect that circumscribes their own objectives, but will share objectives with a determining role to justify the collaboration between the various disciplines in order to encompass the totality of knowledge.

The proposition of an intervening posture can mean a time to systematize the knowledge acquired in the Special Education discipline, as well as the other subjects of the course, emphasizing the commitment of the courses in enabling the approximation, mediation and collaboration between these two areas of knowledge, the namely, Education and Special Education, which, by themselves, are unable to provide education for all, let alone broaden their eyes beyond the prism of equal, conforming, traditional and exclusive.

Final considerations

Based on the assumption that initial teacher education is essential for the process of school inclusion, we sought to contextualize the reality of the IFG on the treatment of the Special Education discipline. Therefore, the main role was to investigate the insertion, or even the inclusion, of this discipline at the heart of the undergraduate teaching courses studied. Unfortunately, such discipline is not mandatory in those courses, which, in turn, denotes a situation of 'choices' of the courses to implement it or not, and certainly a context of arbitrariness to deal with such a process, especially in the with regard to contemplating the inclusion of students with disabilities.

In view of this, an interdisciplinary proposal is necessary, including in the IFG, for this materialization with a view to intensifying the dialogue between the disciplines of the different courses studied. Although such materialization is not ideal for the realization of this process, this is because the teachers should already include knowledge and content that are inclusive in their disciplines, such proposal aims to enable alternatives for the realization of this process with a view to implementing pedagogical practices that are inclusive.

Considering that the process of school inclusion is a constant movement in favor of access, permanence and success of students in a condition of disability, it is necessary to create research that contemplates this theme with a view to permanently reflecting on the quality of such movement. Above all, by recognizing that the analysis of the selected courses can be a reference for changes in the initial formation of teachers, this study aims to send such analysis to the IFG Teaching Degree Forum and, also, to the National Council of Institutions of the Federal Network of Professional, Scientific and Technological Education (CONIF), so that changes are made regarding the initial formation of teachers of the analyzed courses and, also, in the context of national teaching degrees.

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