

HIGHER EDUCATION IN THE FEDERAL EDUCATION NETWORK: THE MATERIALITY OF THE EDUCATIONAL WORK IN AN INCLUSIVE PERSPECTIVE IN THE LIGHT OF CRITICAL-HISTORICAL PEDAGOGY

FORMAÇÃO SUPERIOR NA REDE FEDERAL DE ENSINO: A MATERIALIDADE DO TRABALHO EDUCATIVO EM PERSPECTIVA INCLUSIVA À LUZ DA PEDAGOGIA HISTÓRICO-CRÍTICA

LA EDUCACIÓN SUPERIOR EN LA RED FEDERAL DE EDUCACIÓN: LA MATERIALIDAD DEL TRABAJO EDUCATIVO EN UNA PERSPECTIVA INCLUSIVA A LA LUZ DE LA PEDAGOGÍA HISTÓRICA CRÍTICA



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How to reference this article:

MATOS, M. A. de S.; MELO, L. C. B. de. Higher Education in the Federal Education Network: The materiality of the educational work in an inclusive perspective in the light of critical-historical pedagogy. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 19, n. 00, e024006, 2024. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v19i00.16715>



| Submitted: 27/04/2022
| Revisions required: 23/03/2023
| Approved: 14/09/2023
| Published: 02/01/2024

Editor: Prof. Dr. José Luís Bizelli

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

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ABSTRACT: The research analyzed the teacher education in the Physical Education course at the Federal Institute of Roraima-IFRR with the objective of evaluating how the Pedagogical Project integrates the possibilities of the educational work to work with students who are subjects of special education in an inclusive educational context to the curricular objectives of the course. The close relationship between the initial formation and the educational work was articulated as a way to consolidate pedagogical practices of education for all. The text derives from a theoretical-conceptual study based on Critical-Historical Pedagogy. The method was the Dialectical-Historical Materialism. The implications were elucidated by content analysis and the results showed that the training of the course aims to act in a mediated way to compose the set of training that the capital demands and little is related to the educational work for learning and human development of students of special education in inclusive context.

KEYWORDS: Educational work. Teacher training. Inclusive context.

RESUMO: A pesquisa analisou a formação superior de professores no curso de Educação Física do Instituto Federal de Roraima-IFRR, tendo enquanto objetivo avaliar como o Projeto Pedagógico integra às possibilidades do trabalho educativo para atuar com os educandos sujeitos da educação especial em contexto educacional inclusivo aos objetivos curriculares do curso. Articulou-se a relação estreita entre a formação inicial e o trabalho educativo como caminho de consolidação de práticas pedagógicas de educação para todos. O texto deriva do estudo teórico-conceitual baseado na Pedagogia Histórico-Crítica. O método pauta-se no Materialismo-Histórico Dialético. As implicações foram elucidadas pela análise de conteúdo e os resultados mostraram que a formação do curso objetiva atuar de forma mediata para compor o conjunto de formação que o capital demanda. Considera-se que a formação no curso de Educação Física pouco se relaciona com o trabalho educativo para aprendizagem e desenvolvimento humano dos alunos da educação especial em contexto inclusivo.

PALAVRAS-CHAVE: Trabalho educativo. Formação docente. Contexto inclusivo.

RESUMEN: La investigación analizó la formación del profesorado en el curso de Educación Física del Instituto Federal de Roraima-IFRR con el objetivo de evaluar cómo el Proyecto Pedagógico integra las posibilidades del trabajo educativo para actuar con alumnos que son sujetos de educación especial en contexto educativo inclusivo a los objetivos curriculares del curso. La estrecha relación entre la formación inicial y el trabajo educativo se articuló como una forma de consolidar las prácticas pedagógicas de la educación para todos. El texto deriva de un estudio teórico-conceptual basado en la Pedagogía Crítico-Histórica. El método era el materialismo dialéctico-histórico. Las implicaciones se dilucidaron mediante el análisis de contenido y los resultados mostraron que el curso de formación pretende actuar de forma mediata para componer el conjunto de la formación que el capital demanda y poco se relaciona con el trabajo educativo para el aprendizaje y el desarrollo humano de los alumnos de educación especial en contexto inclusivo.

PALABRAS CLAVE: Trabajo educativo. Formación del profesorado. Contexto inclusivo.

Introduction

The IFRR Degree in Physical Education course advocates training from an inclusive perspective and, to this end, offers a 330-hour module, addressing the educational context of special education in the sense of inclusive education. However, it is clear in the teaching practice of graduates of the course that there is a predominance of adaptive practice³ as if the adversities to learning were intrinsic to special education students (students with disabilities, pervasive developmental disorder or high abilities/giftedness). This reality generates pedagogical implications with regard to the inconsistency between the discourse of theory that aims for inclusive education and the practice of undergraduates (CARMO, 2002).

Thus, this article aimed to evaluate, in the light of Historical-Critical Pedagogy-PHC, how the Course Pedagogical Project – PPC integrates with the possibilities of educational work to work with students subject to special education in an educational context inclusive of curricular objectives of the course.

Research has proven that in the pedagogical progress of the school, in terms of praxis, there is a prevalence of theoretical procedures that announce the impossibility of grasping reality (DUARTE, 2016; SAVIANI, 2011, 2013; LEHER, 2001). Contrary to this fact, the contribution of PHC and its philosophical, psychological and political assumptions support the claim of human pedagogical training, bringing theoretical perspectives closer to the intelligibility of reality and overcoming individualistic structures, enabling development through learning for all students who attend school, with educational work as mediation.

In these terms, the analysis of the course's PPC made it possible to verify that the theoretical formation of the course presents great epistemological relativism, guided by a pragmatic and individualistic logic that even admits the inclusive perspective, but without ensuring it. In practice, epistemological relativism allows the main idea “[...] of universal equality between men and the resulting ills, then explaining what generates difference and inequality, in an attempt to overcome this situation” (CARMO, 2002, p. 8-9, our translation).

³According to Rodrigues (2006), Adapted Physical Education is associated with the simplification of less demanding motor activities so that they can be performed by people with disabilities. Thus, “Adapting would be making tasks easier, rules less demanding, and in short, making things easier. If, however, we return to the meaning of adapting, we conclude that adapting is adapting the demands of the task to the performance level of the performer. Every time the requirement and performance conditions of an activity change so that a given performer can carry it out or develop in a learning process, it is being adapted” (RODRIGUES, 2006, p. 41, our translation).

Educational work: In defense of the development of students subject to special education in an inclusive educational context

The PHC defines educational work when Saviani (2011, p. 13, our translation) states that:

[...] human nature is not given to man, but is produced by him on the basis of biophysical nature. Consequently, educational work is the act of producing, directly and intentionally, in each unique individual, the humanity that is historically and collectively produced by all men. Thus, the object of education concerns, on the one hand, the identification of the cultural elements that need to be assimilated by individuals of the human species so that they become human and, on the other hand and concomitantly, the discovery of the most appropriate ways to achieve this goal.

Saviani argues that both the specificity and the educational nature are realized through institutionalization, where “methodical, systematic, scientific, elaborate knowledge begins to predominate over spontaneous, “natural”, unsystematic knowledge” (SAVIANI, 2011, p. 14, emphasis added, our translation). As a pedagogical theory, it works towards human emancipation, that is, through the prism “[...] of radical modification of how we act and relate in the world today controlled by capital” (CHEROBINI, 2016, p. 108, our translation) and in the struggle in defense of workers. Its central element is the transmission of knowledge historically produced by humanity in the most developed configuration, that is, scientific knowledge logically organized and historically endorsed, in addition to the search for overcoming duality between theory and practice.

PHC conceives the educational process according to the principles of omnilateral humanization, which is not only linked to productive determinism, but to subjectivity. However, not individual, but collective, as an instrument that enables the escape from alienation to advance critical consciousness (MARX, 2007). The school can stop being an instrument of the bourgeoisie and become a possibility for the children of workers to change their social practice. Therefore, it seeks to overcome non-critical and critical-reproductivist theories, as both do not have a historical understanding of education, nor a materialist one.

Thus, at PHC, the didactic-methodological foundation of educational work seeks to “articulate a pedagogical proposal whose point of reference, whose commitment, is the modification of an economic and social logic that first excludes and then claims to be inclusive and not its maintenance, the its perpetuation” (SAVIANI, 2011, p. 93, our translation). Therefore, the educational procedure enables the constitution of knowledge that begins and

ends within society and presents mediation at school through the act of teaching, which is a constituent part of this work.

Duarte (2016), based on Saviani (2011), reinforces the premise of education being a category of non-material work and its object is human knowledge historically produced in society. Therefore, the content, which is historically produced by the collective of men and women, plays a prominent role. The contents present in the curriculum such as science, history, geography, arts, physical education, Portuguese language and mathematics, when accessed, transform the understanding of the world, including those students with disabilities, expanding their possibilities of free and conscious positioning in the face of reality (SAVIANI, 2011).

In everyday practice, it is not uncommon for the Brazilian school system to relate inclusive education, mainly, to those students who have some type of disability, that is, inclusion is only related to the insertion/enrollment of these students in regular schools, however, with great difficulty in enabling the action of learning from them; In other words, in many cases, teachers, with the support of initial and ongoing training, end up denying methodical, systematic, scientific and elaborate knowledge to students with global developmental disorders, high abilities/giftedness and disabilities, thus configuring, a serious conceptual reductionism of both the inclusive educational process and educational work (MAZZOTTA, 2010; MANTOAN, 2003; KASSAR, 2011).

Understanding that the purpose of the inclusive educational system is limited to enrolling or adapting content to special education students is in the opposite direction of educational work, since educational work is that which offers conditions for students to learn endorsed knowledge socially and so that they become fully human in the course of educational processes experienced (SAVIANI, 2011; DUARTE, 2016).

The main foundation, then, must be to reflect the teacher's training process in order to recognize the indisputable need for educational processes that reach all students, which requires understanding opportunities for full access to the curriculum and knowledge to boost development through learning without distinction.

Even though Specialized Educational Assistance – AEE is not the focus of this work, it is important to point out that in recent decades we have seen an increase in enrollment in Basic Education of students subject to Special Education, and along with this increase came the guarantee of specialized pedagogical support for permanence and continuity of these students at all educational levels, provided for in federal, state and municipal laws. However, the operationalization of AEE content as a way of supporting the schooling of Special

Education students does not bring radical solutions to the context of contradictions and didactic-pedagogical exclusion in which the common education classroom is part, however, it allows conditions for that these students can appropriate the knowledge studied and through the relationships they establish with themselves and others, they can overcome the limits that have been historically imposed on them (ZERBATO; VILARONGA; SANTOS, 2021).

Pedagogical training in Physical Education for the inclusive educational context

Aligning debates on educational inclusion with Physical Education is necessary, as it is an important area of learning possibilities for everyone, because “[...] Physical Education encourages participation and a high degree of satisfaction among students with a very different level of performance” (RODRIGUES, 2006, p. 65-66, our translation). It is in this segment that the object of both teaching and study of Physical Education is Body Culture, moving away from common sense towards the philosophical awareness of the countless appearances or bodily practices historically produced by humanity, in the attempt to contribute to a broader ideal of formation of a critical and reflective human being (RODRIGUES, 2006). Recognizing itself as a political, cultural, social and, mainly, historical product and agent.

Likewise, so that Physical Education teachers are prepared to participate in the composition of pedagogical didactics from inclusive perspectives, it is important to think about the total context of the mediations that develop special education students in order to overcome, by incorporation, the practice adapted or adaptive of Physical Education. This is what Souza (2002, p. 36, our translation) explains to us:

Physical Education, which is aimed at students with disabilities, better known as Adapted Physical Education, has managed to understand the limits and possibilities of these people and has as a guideline the work with the students' potential. [...], however, there is a concern with just adapting or even improvising, not enabling new knowledge and motor activities. [...] it is a segregationist practice, as it happens among disabled people, and, in the inclusion paradigm, we are talking about dealing with diversity in the same context.

It can be seen that in the absence of a coherent epistemological framework that goes beyond adaptive issues and that supports the teacher's educational practice in the context of the inclusive proposal, concrete possibilities for pedagogical eclecticism are opened up. And as Saviani (2011) postulates, pedagogical eclecticism does not allow academics to demonstrate the consistency of the fundamental theoretical instruments that allow them to uncover the logic

printed in the linguistic sign of educational practice that does not meet the specific needs of students subject to special education, and, therefore, academic training ends up contributing to the permanence of pedagogical practices that do not break with the logic of the biologizing approach towards those with disabilities, global developmental disorders and high abilities/giftedness.

Duarte (2008) draws a synthetic picture of the pedagogical scope present in training policies, indicating three trends: the technical one (which adapted to distance education and technological education); traditional pedagogy (which has been reformulated in bourgeois elite schools and is associated with constructivism); and the new school (which multiplied in theories of learning to learn and which is formed by constructivism, multiculturalism, the conception of competencies and skills, project-based pedagogy and the reflective teacher).

The author interprets that teachers, imbued with these various proposals, end up not presenting clarity about the specificity that involves the educational process and, consequently, even propagate the relevance of students with pervasive developmental disorders, high abilities/giftedness and disabilities learning. Despite this, in practice they don't know how to do it. In the school context, this further reinforces the judgment that teaching Physical Education classes to special education students should be limited to a mere adaptive condition for everyday life (CASTRO; ALMEIDA; FERREIRA, 2010; FLETCHER, 2009).

This situation coincides with the necessary problematization of the epistemological bases that support the initial and ongoing training projects of Physical Education teachers, so that they can, consciously, understand that it will never be an inclusive perspective to transfer the responsibility of its development, without at least having been offered, through educational work, a truly challenging and non-adaptive teaching program in cognitive and educational.

It is essential that the basic objectivity for teacher training is in the domain of praxis involving methodologies that enable content to become transmissible and assimilable by everyone. In other words, praxis in PHC should not be taken as activism or practice closed in itself. Much less pragmatism, which is the association between theory and practice. Praxis is linked to both the existential and ontological dimensions of human beings, who, in the face of their reality, perceive concrete ways to transform it, and also, in the face of transformations, recognize themselves as someone in constant movement (SAVIANI, 2011).

Therefore, the conceptions that the teacher acquires during the initial education process regarding the educational process of students with disabilities are manifest in their pedagogical action, or better said, in their teaching, which must consider the theoretical needs of their

activity, breaking with the cycle of education by memorization, presenting greater interaction between student and teacher, enabling the school to fulfill its function of producing systematized knowledge and valuing the maximum potential of students subject to special education.

In view of what has been explained so far, the following question arises: does the Pedagogical Project of the IFRR Physical Education Course establish for undergraduates the perspective of carrying out educational work aiming to achieve the development of the student, subject of special education in an inclusive context?

Research method

The Pedagogical Plan for the Physical Education Course - PPC in force in 2019, available on the portal <https://www.ifrr.edu.br/>, was therefore in the public domain. The investigative method followed here is based on historical-dialectic materialism, in which the following is carried out:

Meticulous appropriation of the material, full mastery of the material, including all applicable and available historical details; 2- Analysis of each form of development of the material itself; 3- Investigation of internal coherence, that is, determination of the unity of the various forms of development [...] (KOSIK, 2011, p. 37, our translation).

It was decided to use Content Analysis as a data analysis technique based on Bardin's theory (2011). For the researcher, carrying out scientific observation of qualitative content involves analyzing the presence or absence of a certain element related to the research problem and making descriptions, inferences and interpretations of the meaning of this presence or absence in connection with the chosen analytical objective. In this sense, categorization, description and interpretation stand out as essential steps.

The Pedagogical Project of the IFRR/RR Physical Education course: subsidy for reflection on educational work with students subject to special education in an inclusive context

To carry out the PPC analysis, we start with the “Knowing the Course” category, which shows what the course aims to do. The subcategories are: objective of the course, professional profile of the graduate and area of activity of the graduate in Physical Education.

Category “Getting to know the Course”

The PPC presents the general objective clearly and succinctly regarding professional training, as we can see: “To train teachers in Physical Education to work in Basic Education and in the EJA modality”. As for the specific objectives, there are:

[...] Contribute to improving the quality of Physical Education teaching, in the context of Basic Education; - Train Physical Education professionals to meet the needs of state and municipal educational systems; - Contribute to improving the quality of life of the population, training professionals with competence in the area of Physical Education, to provide services to the community, with professional interventions through different manifestations and expressions of physical activity human movement (RORAIMA, 2019, p. 20, our translation).

Such objectives do not mention training for this professional as a research agent and in permanent dialogue with practices, and do not reinforce reflective, critical, transformative action, and do not establish a clear understanding of man, society and education. It is important to understand that these are the necessary criteria to interact in the reality of the school context, which is diverse and, therefore, should be inclusive.

The predominant objective that appears endorsed in seven of the eight modules is the competence thesis, that is, the central objective of the IFRR Physical Education teacher training modules considers the training model for the employment connection imposed by globalization, which does not necessarily have as a basis for human formation in perspective for everyone. We understand the importance of training for developing the necessary skills that support the framework of Physical Education teachers in order to contemplate the desires of capital to the detriment of human training for the less favored classes, “[...] what prevails is the dominant educational project that emphasizes the immediate content of skills formation” (NOZAKY, 2004, p. 08, our translation).

What we want to defend is that if Physical Education is a curricular component linked to all other components of the curriculum present in all stages of teaching, then it highlights

and experiences all the diversity of students and, consequently, must have a role of inclusive agent, highlighting this characteristic as an objective of the training project that is intended to be inclusive.

However, the term “competence” is used countless times, which has historically been aligned with the irrationality of the competence model that appears in schools, interpreting the student in an abstract way and not inserting him into social relations limited by class. This term values efficiency over disability and focuses on the job market, dictating standards of normality to be followed and pursued, as Nozaky (2004, p. 253, our translation) proves in his doctoral thesis, stating that:

The Physical Education Guidelines follow the other Guidelines that are anchored in the skills model, based, as already discussed, on worker training for new forms of organization for flexible, multipurpose work, which values cognitive, attitudinal and value attributes [...]. In this way, the Physical Education Curricular Guidelines are the very prototype of training for precarious work, suitable for the reorganization of physical education work, as revealed by the CONFEF/CREFs system interlocutor, Juarez Vieira do Nascimento.

For this reason, coordinating pedagogical procedures with this aspect as a guide does not guarantee promotion of knowledge, much less critical analysis of the countless bodily practices that have been produced, historically, in the progress of humanity, quite the contrary, academic studies regarding this model reaffirm the negative results point to an intellectual genocide of the popular classes that extends to special education students, in connection with education from an inclusive perspective (LEHER, 2012).

Subcategory: Professional profile of the graduate

The graduate profile presented in the Course PPC says that this professional is:

[...] specialist in physical activities, in its various manifestations such as gymnastics, physical exercises, sports, games, fights, capoeira, martial arts, dances, rhythmic, expressive and acrobatic activities, bodybuilding, leisure, recreation, rehabilitation, ergonomics, body relaxation, yoga, exercises for work and daily activities and other body practices – [...] (RORAIMA, 2019, p. 23, our translation).

Even so, we can see that there is no mention of educational work that aims to maximize the potential arising from sports, as well as the pedagogical learning of inclusive school Physical Education for students subject to Special Education. For educational work aligned

with the inclusive school context, we aim to ensure that training is ensured for graduates in training, in addition to the practical domain.

That presents an understanding of the trajectory of humanity and the contradictions that exist in everyday facts, in addition to the ability to carry out research and interference in material and concrete reality, having as a principle the inseparability between the triad that goes through teaching, research and extension, so as to provide students of different age groups and in different bodily situations, with or without specific needs, whether in groups or individually, with scientific knowledge and sociocultural values.

In other words, the profile present in the graduate's professional profile does not state in the PPC text analyzed here that the individual provides services in the context of physical activities through planning, coordination and execution of events and programs and the good use of specific methods considering the historical-cultural theory. It only points out skills that do not ensure that learning has educational work as its principle.

Subcategory: Area of activity of the graduate in Physical Education

The PPC of the Physical Education Course offers a range of possibilities for the graduate to work, including in Special Education; Therefore, this document clarifies that:

[...] given the extension of the field of activity of the Physical Education professional expressed in the documents cited and, in the transcriptions, above, it is clear that it is impossible to train a competent professional to work in its entirety, through a single training course. It follows that the field of professional activities inherent to Physical Education is broad and includes several professionals with specific training, skills and abilities, according to the delimitation of their professional profile (RORAIMA, 2019, p. 24, our translation).

Again, it is possible to see the importance and emphasis given to competence-based embroidery. Between the lines, we seek to signify the concepts of efficiency, autonomy, leadership and partnership, present in this approach, and which create a web of personal meanings for academics, placing emphasis on efficiency and productivity. This web of meanings is incorporated even for those who have a disability, showing that, to achieve such objectives, they must be efficient and with all their physical and mental faculties in perfect working conditions (MARTINS, 2009).

In this way, the talk of skills and competencies leads to an adjustment so that it is interpreted that marketing adequacy is an individual responsibility, which is useful for the student in training, but which will be present when he/she becomes a teacher within the school

space, In other words, this fact reveals that having to develop particular skills authorizes the teacher and the school community to conclude that being excluded is a natural consequence of the student's incompetence and ineptitude, especially if he or she has a disability, whether he is a student of basic or higher education, or even special education (LEHER, 2001).

Our interpretation allows us to understand that the PPC of the Physical Education Course does not allow students in training to be aware of what causes transformations in the economy, politics and the context of social relations at the end of the century and the contradictory implications regarding the relationship existing between learning and teaching and, mainly, does not enable the political commitment that they must have, as intellectuals, with minorities.

In the specialty of Formal Education, the Physical Education teacher in an inclusive educational context needs theoretical support to consciously and intentionally select objectives, content, in addition to defining assessments consistent with methods that consider training times and spaces beyond the simple idea of skill and competence. The important thing, in the case of this research, is to understand the bias of these terms in the PPC analyzed here and that there is nothing inclusive about it, as it is a specific spectrum of an exclusionary world.

Category: “teaching methodology”

The PPC of the Physical Education Course at the Boa Vista *Campus* of the Federal Institute of Roraima explains that:

[...] curricular organization of the course, taking into account the competency model, is modular, with an indication of the educational objectives to be achieved in each module and the articulating axes that should be considered as guidelines in the selection and preparation of teaching activities. Thus, the methodological procedures used in developing the course will vary depending on the module under development, the set of skills and abilities to be created and the activities to be developed. [...] Thus, methodological principles such as "learning through problem solving", or "learning through project development" and others, which place the student in the process of investigation, construction and development of their own process of training will be available to the teacher. [...] In short, it is not enough for the course teacher to teach the student and future teacher to learn, but fundamentally, to teach them to “learn to learn” and “learn to teach” (RORAIMA, 2019, p. 121, emphasis added, our translation).

The document suggests methodological principles such as “learning through problem solving”, or “learning through project development”, among others, as long as they are in agreement for “learning to learn” and “learning to teach”. Education thus contextualized is

guided by the principle of equality, and its main objectives are the promotion of citizenship, social inclusion and the adjustment of individuals to the demands of the new millennium. (globalized), which is distinguished by the technological revolution and the knowledge society. Favaro and Lima (2012, p. 2, authors' emphasis, our translation), succinctly show us the illusions used in these methodological principles, such as that:

Knowledge today is extremely accessible, the replacement of the acquisition of theoretical knowledge and metanarratives with the ability to “mobilize knowledge” to deal with everyday situations, that knowledge is a subjective construction or a cultural convention and not an appropriation of reality by the thought, that there are no differences in value in them and, finally, that problems exist as a result of certain mentalities, and it is necessary to appeal to the conscience of individuals to resolve them. It thus manages to explain the pitfalls of these pedagogies, which disqualify effectively educational actions, threatening the transmission of historically accumulated knowledge.

The predominance of this ideology in education strongly affects the training process of education workers when we see the emphasis on promoting essential skills and competencies for insertion and engagement in a competitive production market. Students, future workers, now have to develop the ability to learn how to learn, matching “The world of trafficking and manipulation, that is, of the fetishized *praxis* of men (not coinciding with the revolutionary critical *praxis* of humanity)” (KOSIK, 2006, p. 15, emphasis added) and, therefore, limits it to a type of training for flexible work and proves to be exclusionary for students with disabilities, pervasive developmental disorders or giftedness, and contributes nothing to the practice of work which we advocate to be educational.

Saviani (2013, p. 437, emphasis added, our translation) clarifies that there is a strong commitment to introducing competence models in schools to adjust the student's profile to societal demands.

[...] the pedagogy of skills presents itself as another side of the “pedagogy of learning to learn”, whose objective is to provide individuals with flexible behaviors that allow them to adjust to the circumstances of a society in which their own needs for survival is not guaranteed. Its satisfaction is no longer a collective commitment, becoming the responsibility of the subjects themselves who, according to the epistemological root of this word, find themselves subjugated to the “invisible hand” of the market.

The competency thesis originates from developmental psychology, assigning to education the responsibility of psychologically adapting workers to the social relations of production, therefore it is synonymous with social control and efficiency (RAMOS, 2003; DUARTE, 2001; SAVIANI, 2011). Although the competence standard insists that there is a

socio-interactionist character at its foundations, as it believes it presents a vision of social relationships between people, however, it can also be understood much more as an environmentalist theory with an evolutionary and adaptationist character. This is because we take into account, for example, the very way in which their concepts about development are thought: schemes, structures, assimilation, accommodation, balance. These Piagetian concepts are linked to the development of the child's morphological level, which means that the degrees of biological and cognitive development are involved and determinant for the child's abilities and skills.

Unlike what we defend in the educational work of the PHC method, we find in the PCC of the Physical Education course the defense of a method based on an ahistorical conception of development, that is, it does not consider the development process to be specifically human, as if the relationship between human beings and the world were to occur in a direct way.

However, education that wants to be inclusive and that develops students subject to special education needs to consider the existence of what is natural and what is cultural, in order to overcome the dichotomy of body and mind or biological and historical.

Conclusion

In general, the research allowed us to recognize that the PPC of the Degree Course in Physical Education at IFRR has not made it possible the materialization of educational work to work with students subject to special education in an inclusive context, as it presents a productivist and mercantilist conception “ [...] aiming to train each individual a reserve bank of technical, cognitive and management skills and abilities that ensures employability” (FRIGOTTO, 2001, p. 64, our translation).

The pragmatism of this model of pedagogical training makes mediation difficult to reduce inequalities and establish social justice, as it is seen as a mere reproductive resource of the liberal conception, limiting the discussion about educational work from an inclusive perspective. In addition to moving away from the need to develop transformative and, in effect, humanizing pedagogical praxis for all social beings, including those with disabilities, global developmental disorders and high abilities/giftedness.

Historical-Critical Pedagogy shares the assumption of inclusive education for which the basis of exclusion, prejudice and stigmatization is located in a class-bound society, and is not of an individual nature. This leads to the obligation that teaching and learning provide

opportunities for learning as a form of integral humanization. In this way, it makes perfect sense to relate the promotion of humanization linked, above all, to education, precisely because it is an important social complex that transmits to new generations the cultural legacy produced by humanity, that is, a sociocultural heritage.

Such understanding is essential for the teacher to be able to outline the educational work that develops the students who are subjects of special education, and for this it is necessary to have a curriculum and methodologies that overcome the dualisms in the understanding of the human being from the integral, omnilateral formation. Thus, it is concluded that the PPC of the Degree Course in Physical Education of CBV/IFRR, as it is presented today, is not committed to teaching for all. The change in this scenario requires a PPC that affirms a political commitment, by rescuing the know-how of historical-cultural methods, without giving up its legitimate fight against the educational and social segregation that is so practiced. The possibilities may lie in the Universal Design for Learning, in the reformulation of the PPC, in the training with these professionals around the perspective of an inclusive education.

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CRediT Author Statement

Acknowledgments: Thanks to the Postgraduate Program in Education (PPGE/FACED) at the Federal University of Amazonas.

Funding: Research partially funded by Capes, Fapeam and IFRR.

Conflicts of interest: There are no conflicts of interest.

Ethical approval: It was not necessary to go through the ethics committee as we analyzed the Pedagogical Plan for the Physical Education Course - PPC in force in 2019, available on the portal <https://www.ifrr.edu.br/>, therefore in the public domain.

Availability of data and material: Not applicable.

Authors' contributions: Before the research process, we built a project to prepare the article and during construction we talked to understand our position regarding the categories that we would address in the theoretical framework for writing the article, as the Historical-Critical Pedagogy that supported Our analyzes cover many concepts and we needed to clearly define what we intended as an objective. We reached a consensus that we would work with the educational work category and, from there, we formulated the research questions. Having done this, we came to the conclusion that historical-dialectical materialism would be the method of both research and writing, and content analysis as an analytical instrument. We understand that the activity of writing involves information, dialogue and knowledge of the object about which we are going to talk. Thus, at the time of writing, we consider our mastery of the concepts of Special Education and Inclusive Education, both authors are researchers and have worked for over 20 years with these themes and concepts, a reason that justifies and supports the application of historical-cultural psychology and critical historical pedagogy. We didactically decided that each one would write a part of the article and, with the data in hand, we would evaluate the complexity of the text, more specifically, the complexity of the method. We decided that one researcher would be responsible for writing the theoretical framework; another, by writing the analysis, however, the interpretation of the generating questions was carried out by the two researchers. So, finally, we went to textual production, always dialoguing to achieve the initial objective that supports the article. We make adjustments in relation to writing and analyzing each other, as we understand that writing practice consists of an evaluative act, but also a process of interaction and dialogue between interlocutors. Due to this methodology, the text had to be rewritten a few times as an integral part of the writing process and we were encouraged to improve our writing, under the guidance of the doctoral researcher who has more experience and maturity in scientific writing, in addition to being a supervisor in the PhD course. in Education from UFAM. The last stage of writing referred to the Summary, Introduction and Conclusion, and once again we chose to follow the same methodological dynamics as the body of writing of the article.

Processing and editing: Editora Ibero-Americana de Educação.

Review, formatting, standardization, and translation.

