

**POTENTIALITIES AND DIFFICULTIES OF INITIAL TRAINING IN THE
PROCESS OF KNOWLEDGE CONSTRUCTION RELATED TO INCLUSION**

**POTENCIALIDADES E DIFICULDADES DA FORMAÇÃO INICIAL NO PROCESSO
DE CONSTRUÇÃO DE SABERES RELACIONADOS À INCLUSÃO**

**POTENCIALIDADES Y DIFICULTADES DE LA FORMACIÓN INICIAL EN EL
PROCESO DE CONSTRUCCIÓN DE SABERES RELACIONADO A LA INCLUSIÓN**



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ABSTRACT: This text socializes part of the data from doctoral research, conducted with fourteen undergraduate students of the Pedagogy Course at the Federal University of Ceará. This writing, in particular, refers to one of the specific objectives that aimed to reflect on the potential and difficulties of initial training/education in the process of building knowledge related to school inclusion. This is a collaborative action research and the data selected for analysis were generated through Cloze's technique, questionnaires and meetings. It was identified, as a potentiality of the initial training, the fact that the undergraduates present conceptions that are close to the social model of disability and the legal precepts that guide the inclusion processes. Weaknesses in this training were evidenced in terms of theoretical and practical knowledge related to the basic activities of teaching, such as planning, guiding teaching activities and evaluation, as well as other kinds of more specific knowledge related to the curriculum and pedagogical practices about attention to differences.

KEYWORDS: Inclusion. Knowledge. Initial Training. Students with disabilities. Common school system.

RESUMO: O referido texto socializa parte dos dados de pesquisa de doutorado, realizada junto a quatorze graduandos do Curso de Pedagogia da Universidade Federal do Ceará. Esse escrito, em particular, refere-se a um dos objetivos específicos que intencionou refletir sobre as potencialidades e dificuldades da formação inicial no processo de construção de saberes relativos à inclusão escolar. Trata-se de uma pesquisa-ação colaborativa e os dados, selecionados para análise, foram gerados por meio de técnica de cloze, questionários e encontros de estudos. Identificou-se, como potencialidade da formação inicial, o fato de os graduandos apresentarem concepções que se aproximam do modelo social da deficiência e dos preceitos legais que orientam os processos de inclusão. Evidenciou-se fragilidades dessa formação, no tocante aos conhecimentos teórico-práticos relacionados às atividades básicas à docência, como planejar, orientar e avaliar atividades de ensino, além de outros saberes mais específicos ao currículo e as práticas pedagógicas de atenção às diferenças.

PALAVRAS-CHAVE: Inclusão. Saberes. Formação Inicial. Estudantes com deficiência. Sistema comum de ensino.

RESUMEN: Este texto socializa parte de los datos de la investigación doctoral, realizada con catorce estudiantes de graduación del Curso de Pedagogía de la Universidad Federal de Ceará. Ese escrito, en particular, se refiere a uno de los objetivos específicos que intentó reflexionar sobre las potencialidades y dificultades de la formación inicial en el proceso de construcción de saberes relativos a la inclusión escolar. Se trata de una investigación-acción colaborativa y los datos, seleccionados para análisis, fueron generados por medio de técnica de Cloze, cuestionarios y encuentros de estudios. Se identificó, como potencialidad de la formación inicial, el hecho de que los alumnos graduandos presentan concepciones que se aproximan al modelo social de la discapacidad y a los preceptos legales que orientan los procesos de inclusión. Se evidenció fragilidades de esa formación, en lo tocante a los conocimientos teórico-prácticos relacionados a las actividades básicas a la docencia, como planificar, orientar y evaluar actividades de enseñanza, además de otros saberes más específicos al currículo y las prácticas pedagógicas de atención a las diferencias.

PALABRAS CLAVE: Inclusión. Saberes. Formación Inicial. Estudiantes con discapacidad. Sistema común de enseñanza.

Introduction

This article originated from the doctoral thesis entitled "Teaching in the inclusive paradigm: the constitution of knowledge and practices in the context of initial teacher education" (RIBEIRO, 2021), whose general objective was to investigate the teaching knowledge necessary to build, in the scope of initial training, with a view to teaching in the inclusive paradigm.

The study was conducted with fourteen undergraduates of the Pedagogy Course of the Federal University of Ceará, involved in a process of co-construction of training practices, at the level of initial training for teaching, seeking to know, in progress, the needs, expectations and contexts necessary for inclusive teaching, as well as the existing weaknesses and gaps.

This writing, in particular, refers to one of the specific objectives that intended to reflect on the potentialities and difficulties of initial training in the process of building knowledge related to school inclusion. Thus, we will present an excerpt of the data constructed in the first stage of the collaborative action-research carried out with the aforementioned undergraduates. This stage, called *co-situation*, responded to the need to diagnose the problem investigated, that is, the survey of the initial conceptions of the undergraduates in relation to inclusion, as well as the perceptions they had and/or evaluations they made of the training received at the university.

The theoretical framework adopted contemplates current ideas-works in the area: *Inclusion* (BOOTH; AINSCOW, 2011; MANTOAN, 2020; LUSTOSA; FIGUEIREDO, 2021); *Knowledge and Teacher Training* (CHARLOT, 2013; PIMENTA, 2017; GATTI, 2010, 2014; MEIRIEU, 2002).

As the theoretical framework of this study is situated in the intertwining of conceptions, knowledge and pedagogical practices under the view of undergraduates, that is, it deals in particular with initial training, we highlight a previous study carried out by us, which systematizes the state of the issue, from a survey in 04 important journals³ in the area and in WG 15 of ANPED. This survey makes a literature review, specifically regarding the theme of knowledge and training for inclusive education.

Thus, we can affirm that the most current researches bring the study on the knowledge linked to the discussions about the professionalization of teaching and the professional development of teachers, presenting itself as a basic element that can collaborate for the

³ Survey carried out in the following journals: Revista Brasileira de Educação Especial (ABPEE); Journal of Education, Arts and Inclusion of the State University of Santa Catarina (UDESC); Special Education Journal of the Federal University of Santa Maria (UFSM); Journal of Dialogues and Perspectives in Special Education of the São Paulo State University (UNESP).

conceptual effort of thinking about inclusion and come to support an effectively inclusive pedagogical practice (RIBEIRO; LUSTOSA; SILVA, 2018).

Methodological Aspects

The methodological approach taken in this investigation was that of collaborative action research, which focused on collective reflection on the contextual dimensions of teacher education and knowledge necessary for the exercise of teaching in contexts of inclusion. Therefore, we seek to actively and consciously involve the undergraduate students participating in the research in the process of problematization, analysis and investigation of the theoretical and practical assumptions that constitute the epistemological field of inclusion.

In the sense of Ibiapina (2008), collaborative research in the educational field has a critical and emancipatory dimension. It presupposes the investigation of one's own educational action, intervening in it. Therefore, it is a process guided by democratic decisions and communication between researchers and collaborators, intending the mobilization of knowledge.

The research had the adhesion of fourteen undergraduates of the Pedagogy Course of FACED/UFC and the group was constituted as follows: one undergraduate student attending the 3rd semester of the course; one attending the 4th semester of the course; four undergraduates attending the 5th semester; three undergraduates attending the 6th semester; two undergraduates attending the 7th semester and three 3 undergraduates attending the 8th semester of the course.

The data analyzed in this article were constructed through: (i) *closed* technique, containing inducers about teacher training and activity, inclusion in education, people with disabilities, among other issues pertinent to the theme under study; (ii) individual questionnaire containing objective and subjective questions; (iii) study and training meetings.

Conceptions of undergraduate students in relation to the perspective of inclusion in education

The proposal of inclusion in education incites some significant changes to educational conceptions, as well as to the system of beliefs, values, ideas, meanings and, in particular, the way of seeing and dealing with disability, is what studies in the area evidence (MANTOAN, 2020; LUSTOSA; FIGUEIREDO, 2021).

In this sense, we seek to recognize to what extent this argument was evident (or not!) in our study. It seemed to us, from the data, important to think about this situation presented by the literature, from research carried out in socio-educational contexts and even distinct periods.

Thus, we asked the participants of the research, in a questionnaire applied about what they "understood by Inclusive Education", right in the initial phase of the research, as a way to know the meanings attributed⁴ to this process. Next, we provide the most significant "clippings" we made of these records, organized in three dimensions, guided by the prevalence of the contents emitted in their statements.

(i) *Inclusive education as a process that affects everyone, and not only a specific group or minority - understanding in which there was a greater representation of speeches in the group, with the following statements:*

Education that seeks to integrate all, without distinctions (ROSA, 26/02/2019).

Education with practices that all subjects are met regardless of their personal needs (JASMIM, 26/02/2019).

It is education for all regardless of physical, social or racial condition (CRAVO, 26/02/2019).

Education that promotes teaching for all, but respecting the subjectivities of each one (HORTÊNSIA, 26/02/2019).

The practices of inclusion, the guarantee of the right of all to Education (TULIPA, 26/02/2019).

It gives assistance to all, including students without prejudice (IRIS, 26/02/2019).

Education that promotes the learning of all, but observing the individuality of each one (GIRASSOL, 26/02/2019).

The idea of *education for all* that emerges from the conception of inclusion outlined by the undergraduates is associated with the legal, pedagogical and ethical principles that guide the perspective of inclusion in education in contemporary times. In fact, reiterated in the greatest principle proposed and assumed at the national and international level: the principle of quality education as a *right of all*, in accordance with the propositions and lines of action made official in various documents, such as the World Declaration on Education for All, a landmark of the Conference of Jomtiem, Thailand (UNESCO, 1990).

⁴ Fictitiously designated with flower names.

(ii) *Inclusion in education associated with people with disabilities as a specific target audience - only two undergraduates expressed this argument:*

It is an education aimed especially at students with disabilities, disorders, etc. (VIOLETA, 26/02/2019).

It is a conception of teaching that includes students with any type of disability, disorders, or endowed with great skills inserted in the same environment, recognizing their limitations and potentialities (AMARILIS, 26/02/2019).

With regard to the conceptions that associate inclusion in education with *people with disabilities as a specific target audience*, we point out that such an understanding is, in part, mistaken and denotes a conceptual confusion between the notions/terms "special education", "inclusive education" and "inclusion in education" that are still widely named as synonyms. We also argue that this misconception is due, to a certain extent, to the fact that the educational policies of inclusive orientation, as well as the research on the subject, converge to the discussion on the schooling of the subject with disabilities.

Another aspect that reinforces understandings of this type is the fact that teachers demonstrate (in discourse and in practice) greater difficulty in the process of inclusion of special education target public students.

About this bias, in particular, we infer that it becomes fundamental to develop in the field of teaching knowledge compressions about the role of *inclusive education in special education* and vice versa. We understand that one of the main challenges facing the training and performance of education professionals is to re-signify education aimed at special education target public students from the principles and inclusive values and completely dissociate from segregationist educational "models" and conceptions based on clinical approaches as it has been in the recent past.

(iii) *Definitions relating inclusion in education to an educational conception and/or practice that recognizes and values differences:*

An educational conception that sees students from their potentialities, understanding these as unique in each individual" (MARGARIDA, 26/02/2019).

Education where students with their difficulties are included in common rooms (COPO-DE-LEITE, 26/02/2019).

The combination of an attractive pedagogical practice, a well-prepared teaching staff, a receptive school manager and accessible spaces that consider individual characteristics (NARCISO, 26/02/2019).

The understanding that inclusion in education is a conception and/or educational practice that recognizes and values *differences as inherent to the human* and not to a specific group of subjects who have disabilities, refers us to the system of inclusive values and, therefore, corroborates the assumption that implies society and school to organize educational policies and practices responsive to the diversity of interests, experiences, knowledge and skills of all students (BOOTH; AINSCOW, 2011, p. 23). Mantoan (2020, p. 83) corroborates this understanding, stating that "inclusion from the perspective of difference itself, provides us with the opportunity to make ourselves and schools a stage for experimentation. [...]".

Regarding the knowledge about the Specialized Educational Service (SES) in the school and its function, we note that a significant number of undergraduates understand that *it is the competence of the SEA to support [support, aid] the schooling of the target public students of special education*. Next, we group the answers that emerged from this question, in which they announced:

Meet the specificities of students in school, identifying and developing pedagogical resources (ROSA, 26/02/2019).

Support children with disabilities in curricular and extracurricular activities, in communication with the teacher of the regular classroom (JASMIM, 26/02/2019).

It would be a kind of complement and support to children with disabilities, so as to help their development (AZALEIA, 26/02/2019).

Service provided in the after-hours, with a specialized teacher in order to promote specific activities for each disability (HORTÊNSIA, 26/02/2019).

*Minimize the barriers that prevent special education target public students **from learning** (MARGARIDA, 26/02/2019).*

Yes, it is a special education service aimed at the elaboration of an organized environment with pedagogical and accessibility resources that can help the child to overcome their limitations, taking into account their learning possibilities and their time (AMARILIS, 26/02/2019).

The SEA provides a service to assist this child, helping with their disability (IRIS, 26/02/2019).

Assists through the special education teacher, the common room, with moments with children with disabilities to develop their specificities (TULIPA, 26/02/2019).

In the perception of these undergraduates, the coherent function with the subsidiary documents and the characterization of the SEA as a way to guarantee support/assistance to the

development process of the student with disabilities, as well as guidance to education professionals and parents of children who need this service, emanates. However, there is a gap: they do not state what this support consists of and how it materializes within the common school. The speech that comes closest to the conceptualization present in the official documents is that of the student Amarílis, who outlines the idea of this being *a service of special education, which has in its attributions the elaboration and uses of pedagogical resources and accessibility, the notion of helping the child to overcome barriers and limitations, taking into account their learning possibilities and their specificities such as rhythm and own times*".

According to the National Policy of Special Education in the Perspective of Inclusive Education (BRASIL, 2008), the specialized educational service has this function: "to identify, elaborate and organize pedagogical and accessibility resources that eliminate the barriers to the full participation of students, considering their specific needs. [...]". Therefore, the SEA understood as a service of special education, has the task of carrying out specific educational practices, such as the learning of specific languages, codes and systems [Braille; Libras, Alternative Communication, etc.) offer resources and services of assistive technology, in addition to adapting and producing didactic materials compatible with the needs of students.

In the understanding of 2 (two) undergraduates, the *SEA aims to ensure individual or individualized care to the student*, as can be seen in the following excerpts:

Ensure an individualized service, a special accompaniment to the student and accompanies not only the student, as well as family members (ANGÉLICA, 26/02/2019).

Individual care in the after-hours (NARCISO, 02/26/2019).

Such an interpretation is still a very widespread view among teachers and the educational community in general. We also point out that the SEA plan can and should contemplate group work, peer work, tutoring activities and not only individual work, because the didactic organization of care will depend on the needs and cognitive, motor and/or communicational potentialities of each student.

We reiterate that the SEA was implemented under the aegis of inclusive educational principles, guaranteed and legitimized by the constitutional provisions in force in Brazil and, as a public policy, is established as a foundation in the organization of special education services. Therefore, the activities of the SEA should converge to the realization of the right of all students to attend the common classes of education, to belong to the group and to learn together, without any type of segregation.

The performance of the teacher in the SEA should be organized through evaluations of the potentialities and centers of interest of the subject, as well as to locate the barriers that are presented to the student and to the social and educational context in which he is inserted. These pedagogical evaluations (of knowledge of the subject) will subsidize the elaboration of the Case Study, the identification and provision of pedagogical and accessibility resources, curricular enrichment programs, teaching of languages and specific codes of communication and signaling and assistive technology (BRASIL, 2008).

Still with regard to the compressions of the undergraduates, we have that *students with disabilities or ASD will only learn through a specific methodology or appropriate to them, being, then, this function of the SEA:*

Offer people with special needs education with appropriate methodology (CRAVO, 26/02/2019).

Attend, in the after-hours, those students who possibly will not be able to learn formally in a classroom, eg autistic (VIOLETA, 26/02/2019).

We identified the presence of terms to refer to subjects with disabilities that are no longer part of the historical context evidenced by inclusion. The literature presents as attitudinal barriers some of the responses of the undergraduate students Cravo and Violeta, such as, for example, the understanding that the student with disabilities does not learn in an ordinary classroom and the use of the term "*people with special needs*".

Therefore, it is important to strengthen, since graduation, the assumptions that guide the SEA in the current Brazilian educational policy, among them, the basic principle that every human being learns and is able to develop. It is also necessary to discuss that there is no specific method to teach certain subjects; and that it is the pedagogical practices that must respond positively to the sensory, cognitive, affective and cultural differences of all students. Another assumption that we cannot lose sight of is that the SEA is a specialized service of a pedagogical nature that materializes with the help of specific resources and equipment in an articulated way with the pedagogical work of the common teaching rooms. Therefore, SEA and common classroom teachers must work together.

Initial education translated into feelings: anxieties, desires and insecurity

The *corpus* of the research points out three central questions to think about the learning processes and construction of knowledge constituted in the space-time of the initial formation in Pedagogy: i. The importance given by the participants of the research to a teacher training that combines theory and practice in the construction of professional knowledge; ii. The insecurity of the undergraduates in the face of pedagogical practice; iii. The relevance given to training programs for the constitution of being teacher.

The issues mentioned above, which we will discuss in the following topic, confirm the need to reorganize the curricular and pedagogical structure of the Degree Courses in order to train inclusive teachers. For Gatti (2010, p. 1375, our translation), "the training of professional teachers for basic education has to start from their field of practice and add to it the necessary knowledge selected as valuable, in its foundations and with the necessary didactic mediations [...]".

We seek to know the appreciations of our undergraduates, participants in the research, about the training they are having and their anxieties and criticisms. These speeches, in particular, were produced within the framework of a written reflective record, which was socialized and discussed in a conversation circle, on the occasion of a study meeting. Let's look at what stands out from the undergraduates' understanding:

(i) *Teacher training that combines theory and practice in the construction of professional knowledge:*

I feel the need for more practical discussions - more theories that lead us to analyze our reality and, with this, seek practices that alter this reality [...] (MARGARIDA, 05/03/2019).

I consider it important to study about inclusion, considering that theory plays a fundamental role in practice (MARGARIDA, 12/03/2019).

I consider it important to have a solid training that makes contact with reality / combine theory and practice (JASMIM, 05/03/2019).

We study something in theory and when we go to see the practice, [...] it is different from our theory, but it is something that adds a lot, you see that reality, which is the classroom itself, the practices of the teacher, the development of the students (ROSA, session, 12/03/2019).

My first experience in the classroom was in the internship in early childhood education, which I did a year ago, so it was very striking, in fact because as we do not have the first experience is always shocking, [...] you learn a lot of theory there when you arrive at school that shock of reality (GIRASSOL, 12/03/2019).

By demanding a formation that articulates theory and pedagogical practice, the undergraduates confirm the indispensability of a curriculum that provides a more real understanding of children and their development, "[...] about the school institution itself in a formation that allows them to deal with the concrete conditions of learning in the ambiances of the classrooms" (GATTI, 2014, p. 40, our translation).

The dichotomy between theory and practice in undergraduate degrees is an aspect already pointed out by several scholars in the field of the area (GATTI, 2010, 2014; PIMENTA, 2017; MEIRIEU, 2002). However, when we analyze the profile of the participants of the research, we will realize that the whole group already had formative experiences within the schools, whether in PIBIC, PIBID, Supervised Internship or in the Pedagogical Residency Program, and, therefore, already had initial knowledge about the teaching work in contexts of pedagogical action. This data should mean possibilities of problematization and signification of theoretical knowledge resulting from the reflection on reality.

Nevertheless, the aforementioned discourses evoke a radical separation between the knowledge of practice, of an essentially empirical character, and the knowledge of theory, widely modeled, which leads us to question: a) to what extent does initial training provide space for questioning, investigation, systematization and production of knowledge arising from reflection on the reality of schools and the exercise of teaching?; b) how has been the performance/participation of these undergraduates in the training programs – PIBIC, PIBID and Pedagogical Residency?; c) how are these activities being conducted in the context of initial training?; d) has the supervised internship in fact been configured as an instrumentalized theoretical activity of praxis, as defended by Pimenta and Lima (2004)? e) has initial training contributed to teaching candidates seeing themselves as co-builders of their learning in a context of life and pedagogical action?

(ii). *Uncertainty manifests before the pedagogical work that they will have to carry out*

All these questions flow into this second aspect reported by the undergraduates. In this context, their narratives explain:

[...] I don't feel ready yet to take on like this, right off the bat without the support, because I'm afraid I won't be able to establish a relationship of... thus attractive to children (ROSA, 12/03/2019).

I feel that my training is not enough, I do not feel prepared (AZALEIA, 05/03/2019).

[...] I honestly, I feel totally without conditions right, for a classroom, I do not feel prepared for this, I will not lie (HORTÊNSIA, 12/03/2019).

What is missing for me to be a teacher I think in fact is the experience in the classroom, because if you put me in a classroom and tell me to teach, I will not know [...] (VIOLETA, 4/16/2019).

[...] What I lack is the full mastery of the content, which is something I feel (NARCISO, 16/04/2019).

The insecurity of the participants of the research in the face of usual activities, that is, that are the basis of teaching (such as planning, ministering, evaluating or guiding teaching activities), on the one hand, may be a reflection of the lack of link between the scientific contents and the pedagogical knowledge, as they are taught in the initial training course and on which rest several criticisms of the researchers of the Training models. According to Pimenta (2017), in the history of teacher education, this knowledge has been worked as distinct and disjointed blocks, converging so that future teachers build a fragmented and pragmatic-utilitarian vision of teaching work.

On the other hand, knowledge can also be related to the relationship established with the meaning and significance given to the objects, situations and phenomena involved in the learning situation: "Learning requires an intellectual activity. Only those who give it meaning [...]" (CHARLOT, 2013, p. 146, our translation). We understand that, to the extent that individuals do not signify the formation process, the field of possibilities for personal and professional development in the course of initial formation decreases.

(iii). *Recognition of the need to know more or recognition of not knowing*

With regard specifically to knowledge related to inclusion in education, the undergraduates enunciate the following narratives:

I feel the need to study more about inclusive education to be able to apply in the classroom [...] I would like to know how to behave and act in situations of prejudice and school exclusion (GIRASSOL, 05/03/2019).

I would like to know more about inclusive education, special education and Libras. [...] I am afraid of doing everything wrong in class, of not being a good teacher (NARCISO, 05/03/2019).

I feel the need to improve myself in the inclusive perspective (ANGÉLICA, 05/03/2019).

I would like to know more about special education, in the question of students' rights (TULIPA, 05/03/2019).

I would like to know a little about all the deficiencies (ROSA, 05/03/2019).

A priori, we highlight the speech of the undergraduate student Girassol to deal with an idea, still recurrent among educators, which is the idea of application of what is learned, associating the teaching activity with a bureaucratic activity for which technical-mechanical skills are acquired, conceiving the practice as a place of application.

We realize that initial training needs to deconstruct the mistaken view that teaching could be reduced to a set of technical skills, and more than that, it needs to sensitize future teachers to perceive the "[...] complexity of a pedagogical situation that no pedagogical device will ever be able to limit" (MEIRIEU, 2002, p. 27, our translation), because it consists of subjects in interaction, encounters and disagreements, intentions *versus* resistances. The educational act is dialectical and unpredictable, because nothing can be done without the decision of the cognoscente subject, and it is up to the teacher the task of stimulating him to development and learning.

In addition, some positive aspects were revealed to this study, to which we highlight: the interest in the theme of inclusive education is increasing; we noticed that, undergraduates and undergraduates claim to feel the need and desires to know more about inclusive education and special education, and, specifically, in the public investigated by us, the themes related to the learning of Brazilian Sign Language, assistive technologies, the rights of students with disabilities, and the ways of acting in situations of prejudice and school exclusion stand out.

Another important identification was the fact that, in the course of the investigation, when we entered the school to observe the pedagogical practices and the children with disabilities in the common classroom, the undergraduates were awakening more to the need to build other knowledge of the order of the general Pedagogy, because initially they believed that they would need to know about the child's own disability and its clinical aspects.

(iv) The relevance given to the formative programs that have the classroom practice as a center - PIBID and Pedagogical Residency - for the constitution of being a teacher.

This category emerged from the *research corpus* due to the fact that we have eight (8) undergraduates of the group who had already participated or were participating in training programs linked to research grants, extension or other CAPES/MEC programs. However, it intrigued us to note that only two reports referred to the importance given to this experience for the constitution of being a teacher.

The two reports came from the undergraduates who participated in the Institutional Scholarship Program for Initiation to Teaching (PIBID) and in the Pedagogical Residency:

[...] the PIBID is very important in my education, because I see a very great evolution in this two-year course, this construction, this look, the discussion of theory and practice, for example: today I can very much make this relationship, either at the time of the diagnostic evaluations, or at the moment that we are mediating some activity (MARGARIDA, 12/03/2019).

I am developing the awareness that I am not only a student, but I am also a teacher in training. [...] Especially after joining the Pedagogical Residency program that the identity was emerging even more, it was clarifying this image of being a teacher. So, I already have a shared knowledge with what we see in class, which serves as a foundation and this is already a good thing [...] (CRAVO, 04/16/2019).

When we reflect on the reason why the other participants of the research do not report the relevance of such experience for their teacher education, we bump, once again, into the theoretical assumptions of Charlot (2013, p. 78, our translation) on the issue of the relationship with knowledge. For him, in the process of formation, it is necessary to consider what he called "the dimension of a subject of knowledge (who dedicates himself, or intends to dedicate himself, to the search for knowledge - an epistemic subject), the mark of appropriation by the subject."

Final remarks

When we seek to *reflect on the potentialities and difficulties of initial education regarding the construction of knowledge for school inclusion*, we point out as positive the fact that the undergraduates present, since the beginning of this research, conceptions that are close to the social model of disability and the legal precepts that guide the inclusion processes. The undergraduates referred to inclusion as a matter of right and citizenship, although they did not yet understand concretely the political-pedagogical challenges provoked by the democratic precepts of justice and equity of rights and opportunities for all individuals.

The set of empirical evidence that emerged from the research points to the weaknesses of this training, at the initial level, regarding the theoretical and practical knowledge related to basic teaching activities, such as planning, guiding and evaluating teaching activities, as well as other knowledge more specific to the curriculum and pedagogical practices of attention to differences.

We also observed that the undergraduates demand a formation that articulates the educational theories studied in the disciplinary areas with the realities experienced in the school context. They want the theme of children with disabilities to be approached in an

interdisciplinary and transversal way by the different curricular components of the Pedagogy course.

The scenario highlighted by the research points out two central issues that have a direct impact on the colleges and HEIs responsible for teacher education. First, the process of initial formation cannot be detached from the vicissitudes that shape the context of the Brazilian public school. Second, undergraduate courses need to advance in the organization of transversal curricular practices, so that discussions and references in the area of school inclusion are not restricted to a specific discipline.

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