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ABSTRACT

Currently, the educational system needs to give special attention to pedagogical practices, transforming the learning process into an inclusive process and always respecting diversity, without forgetting that the role of a modern school should be assist in the cognitive, emotional and social development of the child, development with the objective of promoting it to transform it into a full-fledged citizen. The inclusion of children with special needs is the focus of this research, since not all subjects involved in early childhood education are prepared to perform the specifically indicated inclusion. This study is a case study on inclusive education for children with special needs, which through the bibliographic method, will bring the demonstration of the importance of an inclusive early childhood education. According to Article 205 of the Brazilian Federal Constitution of 1988, education is a universal right subject to government control. Since then, numerous initiatives have been established at the national and local level to ensure that people with intellectual disabilities, a high level of skill or gifted access have access to ordinary schools for instruction, where they can acquire knowledge over time. The aim of this study is to criticize the way Brazil is implementing the national laws that govern special education, outlining the tensions, challenges and opportunities that arise throughout this process.

Keywords: Education and special, Education inclusive, Inclusive practices.

1 INTRODUCTION

In the last decade or two, Brazilian education has more effectively discussed a new paradigm in which school, a crucial social sector in human formation, must provide all individuals with conditions that are fully conducive to development. This paradigm is receiving for the first time the term adjectival because, historically, schools did not function as open educational spaces for the entire Brazilian population.

The so-called "school inclusion movement" is relatively new when we take into account the long period of school exclusion that many historically marginalized minorities have suffered, with these groups being prevented from taking advantage of the educational opportunities that have been made available to those who have had access to education. The pressure for inclusive education puts pressure on the education system to be reorganised to ensure access, stability and learning conditions for all school-age people.

Although "totally" is broad and encompasses a variety of segments, in this reflection we will focus on a specific population segment: students with disabilities. Due to their unique characteristics, students with disabilities often need different actions from their schools.

A diverse school before was not well thought out by some teachers because it required changes in the way students were taught, given the problem arises that this change is important for education that is a right of all. Therefore, the following problem to be addressed in this study raises, as a general objective, is it true that schools are prepared for challenging educational practices that help in the inclusion of children?

With the intitude of answering the question, analyze inclusive education; address inclusion and the child in need; pedagogical practice in inclusive education.

Ultimately, the school and the teacher discuss inclusion, the meaning of the teacher's preparation for inclusion and how he can develop pedagogical proposals to create a diverse education.

2 METHODOLOGY

We chose the qualitative study approach that, according to Goldenberg (1997), which is somehow not extreme when analyzing numbers, opposite the quantitative methodology, which defends its singular research model, deepening its understandings in a given group.

Thus, the qualitative approach is characterized by the inductive process, which according to André (1983), qualitative analysis has the character of understanding the phenomena in their natural manifestation, seeking different meanings already vivid, helping the individual in his knowledge. The ethnomethodology approach will make porospection and methodological understanding, so that it covers the actors involved throughout the process under analysis.

Quoting Coulon (1995) "ethnomethodology is the empirical research of the methods of all individuals who use to give sense and at the same time perform their actions every day", seeks to talk about social organization, the reality used by individuals to give meaning to their daily actions, understands these individuals as practical sociologists, where the categories of ethnomethodology are practical and achievement; indiciality, reflexivity, accountability and notion of limb.

Still commented in Coulon's (1995) sayings, this concept is focused on practical activities and practical, everyday reasoning; thus, the methods that individuals use to give meaning to what they perform, their actions, whether they are decision-making, reasoning or communication, where indiciality: the characteristics of this concept should be something understood from a set of language. It is the set of natural language, deeply indicial, the meaning of its everyday language depends on the context in which this language appears. Like reflexivity: it understands the rational properties recognizable by individuals from common sense, which these have of the things they say or do in their contexts of interaction. Interacting with the world, a nonverbal way of saying a text.

According to Gil (1999), "the exploratory phase aims to develop, clarify and modify ideas from what is being treated, in which its formulations of problems are more accurate for next associated studies".

With regard to its typification, it can be said that the study is exploratory in nature, where both for Fontelles et al. (2009) and Gil (2019), this type of study is pertinent in cases where there is little material about the subject studied, which evidences the need to generate more knowledge about the studied area.

3 INCLUSIVE EDUCATION

It can be said with some security that the reports reveal educational actions that emerged from everyday life. The result of authentic movements that, above all, provide concern and commitment to the development of alternative forms of educational action and democratic management of the educational process that break with the fragmented, linear and personalized way knowledge is organized and realized and, as a result, school-based educational practices (SILVA *apud*, 2012, p. 101).

Einstein's thinking (1952, p., 25) helps to reflect on the different models of education: "It is not enough to teach man a specialty. Because it will thus become a usable machine, but not a personality. The excesses of the system of competition and premature specialization, under the fallacious pretext of effectiveness, murder the spirit, make any cultural life impossible and even suppress progress in the sciences of the future. "It is necessary, finally, in order to achieve a perfect education, to develop the critical spirit in the intelligence of the young."

The concern with the difference resulting from the cultural and social diversity inherent to the historical constitution of Brazilian society, as well as the growing presence of students with disabilities, became points of convergence in the texts produced. It is this concern with the difference that led each school to develop alternative educational programs for inclusion (SILVA *apud*, 2012, p. 101).

The history of early childhood education in Brazil leads us to the birth of day care centers, which are linked to the history of working women and are characterized as substitutes for the mother's house, which with the need to work. The lack of financial conditions forced women to enter the labor market to supplement family income and, from there, community day care centers emerged in local communities. The children attended day care while their mothers worked (ALMEIDA PINTO, 2017, p. 16)

During the late 19th and early 20th centuries, this welfare mentality prevailed and the educational value of this level of etiquette was ignored. The establishment of early childhood education as a right of all children was only recognized with the Federal Constitution of 1988 and with the approval of the National Education Guidelines and Bases Act of 1996, defines it as the first stage of education and presents the idea of the integral development of the child:

Art. 29. Early childhood education, the first stage of basic education, aims at the integral development of children up to six years of age, in its physical, psychological, intellectual and social aspects, completing the action of the family and the community.

The thought of Boaventura de Souza Santos (2006) expresses the pressures that sustain the schooling of people with disabilities, the global development changes and the high skills/gifting in public schools of general education, because, with this movement, it seeks to prevent human difference from being seen as synonymous with inequality, establish processes of participatory action and implement educational proposals that value the potential and human growth of each person.

The above-mentioned pressures should be provided to all children, including those who have specific needs or disabilities of any kind. According to current legislation, daycare is an educational space for all children, and inclusive education is a model of education that must be guaranteed from early childhood education to higher education (ALMEIDA PINTO, 2017, p. 16).

Understanding children as the primary audience for education is essential. Children require the attention and qualified work of educators and include knowledge, skills and specialized skills, instruments, research in various areas of knowledge, collaboration and teamwork among professionals from other areas, as well as requirements for the ability of educators to organize the classroom environment to stimulate greater autonomy of children (ALMEIDA PINTO, 2017, p. 16).

In this situation, a perceptual and sensitive education professional will be able to promote educational opportunities and will be challenged to observe and evaluate the new skills that children are developing (ALMEIDA PINTO, 2017, p. 16).

The teacher should provide learning environments and scenarios that connect previous knowledge and content relating to the various areas of human knowledge to the emotional, social and cognitive skills of students, promote socialization and work with respect to differences, taking into account the unique characteristics that exist among students, as well as the diversity of social values, customs and values present in the classroom.

Direct work with young children requires that the educator has a multipurpose competence. Being multipurpose means that the teacher is responsible for working with content of various natures ranging from essential basic care to specific knowledge from the various areas of knowledge. This multipurpose character demands, in turn, a constant formation about their practice, debating with their parents, dialoguing with family members and the quite broad professional who must become, he also an apprenticeship, constantly reflecting on his practice (...) (BRAZIL, 1998, p.41)

It is necessary to have teachers committed to educational practice and actively working in the development of educational activities. These teachers should be able to address the needs of families and children, as well as specific issues related to child learning care, especially those who need inclusion.

The history of special education for people with disabilities portrays a square of complete exclusion, these individuals were institutionalized and lived outside the social norm, attending special education courses or schools that constituted according to the characteristics of their disabilities. Understanding that their participation in common environments would only be possible through a normalization process, until the present time that provides for equal educational rights and educational equity. Realizing that the only way for you to participate in public spaces would be through a process of standardization, until the present, which calls for equal educational rights (CARNEIRO, p. 83).

In view of this situation, the idea of inclusive education gains strength in the sense that the school must welcome diversity, respect it and, above all, value it as an essential component of a democratic and just society. This idea forces the school to seek ways to reorganize itself to serve all students, including those with disabilities, in the fulfillment of their social responsibility. The school is expected to be able to develop teaching and learning processes capable of offering students with disabilities conditions of academic development that place them, equally, in a position to access equal opportunities in the labor market and in life. The school is expected to demonstrate inclusion in its efforts to create educational procedures and learning environments that allow students with learning disabilities to access equal opportunities in the labor and personal markets (CARNEIRO, p. 83).

3.1 THE CONCEPT

It is understood that inclusion is an action to respect, welcome, recognize in the other their rights as a person and make it part of the environment in which one lives. According to Soares Moura (2009), include means "1. Encompass, understand, contain, involve; 2. Enter; 3. Be part, insert yourself." State of what or who is included, inserted, involved, understood within something, or involved, implied in; group" (HOUAISS, 2004, p., 1595). Thus, it can be understood as inclusive education:

(...) educate all children in the same school context. The option for this type of Education does not mean denying the difficulties of students. On the contrary. With inclusion, differences are not seen as problems, but as diversity. It is this variety, from the social reality, that can broaden the world view and develop opportunities for coexistence for all children (CARVALHO, 2005).

These definitions are not at odds with current trends, since inclusive education was established in 1994 as a result of the Salamanca Declaration with the comprehensive objective of including children with special educational needs in regular schools for instruction

The objective of the support paradigm is to create a new corporate perspective that recognizes differences as human characteristics and stimulates the investment of resources. As a result, society has a huge responsibility to provide all services that allow the disabled access to all social environments,

including schools, cultural centers, parks, trade areas, among others. Changes will also be necessary to promote accessibility to physical space, such as the construction of ramps, elevators, beeps or textured, bathrooms, among other modified features.

Many people understand inclusion only as the inclusion of a child with special needs in a daycare center or regular school, not recognizing that this action stimulates a change in the pedagogical practices of the school. The inclusive education movement requires a new organizational structure of the educational system, changing its underlying practices, relationships and assumptions to ensure that everyone has access to quality education.

3.2 INCLUSION AND CHILD WITH SPECIAL NEEDS

It becomes necessary to include children with special needs when something occurs in any segment; regardless of the need a child may have, everyone should have access and opportunities in the society in which they are inserted. For the Ministry of Education (BRASIL, 2001, p.08) inclusion is described as the "garantia, to all, of continuous access to the common space of life in society, a society that must be guided by relationships of acceptance of human diversity, acceptance of individual differences, of collective effort in the equalization of opportunities individual differences, of collective effort in the equalization of development opportunities, quality, in all dimensions of life."

For Mazzotta (1996) the concern with the education of people with disabilities in Brazil is relatively new; it began effectively in the 19th century and was motivated by American and European experiences. According to Bruno (2005, p.10): "In Brazil, the first special school was created in 1854, the Imperial Institute of the Blind Boys in Rio de Janeiro and, in 1857, the Imperial Institute of Deaf Education, also in Rio de Janeiro. Under European influence, they propagated the residential school model throughout the country."

In fact, inclusion implies commitment and planning by public policies, school community policies and family policies that can provide learning opportunities, understanding inclusion as a heterogeneous form of education appropriate to the uniqueness of each child. It would be necessary to recognize that the school is a place full of differences, where everyone must learn to live with each other's differences and respect each other according to each type of disability to include a student with special needs in a learning environment that values inclusion.

Inclusive education aspires to make effective the right to education, equal opportunities and participation the right of all children is enshrined in the Declaration of Human Rights and reiterated in the educational policies of the countries: however, there are still millions of children and adults who do not have access to education or receive a lower quality. (MEC, 2005, p. 08)

In this context, which is directly related to education, it is necessary to ensure that each individual has equal access to opportunities for the development of his/her personal identity. For children with special

needs to receive quality inclusion in early childhood education, respect for diversity and appreciation of it are essential.

The foundation of education, including special education, is equality, which recognizes differences and the need for differentiated conditions for the educational process. This principle specifically provides for the formulation of educational public policies that recognize differences and the need to differentiate conditions for the effectiveness of the educational process.

The right of children with special needs to admission, stay in school and high quality education was established in the Salamanca Declaration of 1994. It states that the assistance of qualified teachers is necessary to meet the specific needs of these children.

The document cited makes it clear that children should feel included in the educational environment, which means that everyone has the same right to a quality education as anyone else and that they should actively participate in education that promotes social integration in school. Moreover, according to the Salamanca Declaration, it is necessary to develop a more equitable educational policy for all, especially for children with special needs.

To achieve these goals, however, government leaders undertake to take legislative, social, educational, labor or other measures necessary to end discrimination against people with disabilities and ensure their full integration into society. (MEC/SEESP, 2006).

Including doesn't just mean enrolling students with special needs in schools ignoring their unique characteristics. Or, to put students in the classroom and forget that some of them need special attention, the school must adopt a simultaneous welcoming and support profile, because both the teacher and the student will need the necessary support for pedagogical action; consequently, with this support, successful learning would be achieved.

Respect and appreciation of students with special needs require educational and professionalization institutions to study and reflect on inclusion in order to provide better conditions of access and permanence for students. According to the MEC Booklet (2013, p. 07): "Promoting accessibility and inclusion of students with disabilities, global development disorders and high skills/gifting enrolled in common classes of regular education, ensuring them the right to share common learning spaces, through accessibility to the physical environment, educational and pedagogical resources and communications and information".

The challenge that arises to the school of adaptation is to educate, educate of an increasingly heterogeneous early childhood education, to build an adequate school of education, which puts itself to the school of all oils and treatments in a more heterogeneous if promissory way.

3.3 REFLECTIONS ON PEDAGOGICAL PRACTICES IN INCLUSIVE EDUCATION

A philosophy of quality education for all is necessary to promote the principle of universal access to education and pay attention to diversity. For this to happen, it is essential to develop a child-centered

educational philosophy, increase family and community involvement in educational spaces, organize early childhood education centers to promote the participation and learning of all children, and establish support networks for education.

This movement promotes an inclusive environment with pedagogical alternatives that aim to promote the development of all children, actively identifying the barriers that some groups encounter in access to education and seeking the resources needed to overcome them.

Often, the educator or speaker makes countless decisions and is aware of what to do, but shows resistance in explaining what he does.

For his knowledge to grow, it is essential that he stimulates reflection on his daily actions, his planned and completed projects. In this case, it is crucial that you identify your study and reflection topics in your practice.

Ferreira (2009) and his exploratory qualitative study on the violation of the rights of children and young people with disabilities carried out in two cities in the north of the country in 2002, noted that with regard to education, schools and teachers are not and do not feel prepared to welcome children with disabilities in their regular classrooms, as a result, one of the most common school practices is to refuse the curriculum or try to see if the child fits.

According to Coelho (2010), the school's attitudes towards children with disabilities result from the participants of the educational scenario feeling alone and frustrated that they do not know who to turn to in search of help in the issues that the inclusion process produces for the educational dynamics. She suggests using educational coordination as a valuable space for continuous reflection that can suggest solutions to these problems.

Mantoan (2008) states that it is necessary to find alternatives to improve the teaching standard for all, without exceptions. To ensure that students with disabilities have the right to attend the same school and classroom as everyone else, challenges must be overcome so that no child is left behind in the development of his generation with regard to his rights to equality, citizenship and dignity. Finally, inclusion requires a change of educational paradigm, which leads to a reorganization of educational practices, such as planning, grouping students into classes, developing curricula, and managing the educational process.

Moreover, over the past few decades, there have been indications that exclusion will end and the path to inclusion has begun. Even if it is not an easy journey, educational and governmental strategies are slowly, but surely, becoming more appropriate so that they can produce significant results in the lives of all involved, including students. While there are challenges, we must continue to act in such a way that no one's desire for equal rights never dies.

The life of any individual is shaped by his initial education. This phase of schooling is when a person's personality develops, whether disabled or not, so it should be a guarantee for all children. It has

been determined through numerous studies that the child's development goes through phases that will be categorized according to age.

From these considerations, it is possible to highlight the importance of early childhood education in the face of its role in the child's life, having or not educational needs. In this sense, school activities are capable of stimulating the development of healthy values in interactions, such as solidarity, companionship, collectivism, autonomy, etc. As a result, there are a number of opportunities available at school that encourage the development of a child's personality and allow them to interact with others outside of their immediate family.

Early childhood education initiatives are extremely significant in the lives of children with special educational needs, as often living with other children helps them overcome their challenges. Not to mention that everyone in a "Kindergarten" is all the same and that there is no room for prejudice because young children only have room for innocence.

The development of social awareness of individual differences, especially in relation to family dynamics, is a factor of great relevance for the inclusion of early childhood education. For the child and his/her parents to have their rights guaranteed, it is necessary to have the family's involvement in educational planning and decisions that affect the social and intellectual development of the child.

Due to doubts, concerns, stress and reflections, inclusive schools should focus on promoting benefits for all students, regardless of whether they have special educational needs. As a result, inclusive practices should help foster the development of new knowledge based on interactions between the protagonists of the educational environment.

4 CONSIDERATIONS

In the light of the research presented in this article, we analyze special education for students with special needs, as well as teacher training in the context of early childhood education, taking into account children attending early childhood education.

Teaching creative learning alternatives needs a well-thought-out approach that is targeted at groups of students. Teaching with all students requires awareness of the development of curricular and physical adaptations, as well as the addition of enriching and creative activities for those who, in general, need "special attention".

Therefore, we must always keep in mind that we cannot leave aside opportunities for reflection on creative proposals with different objectives during planning sessions, including during debriefing sessions; These are the times when human values such as friendship, cooperation, solidarity and respect are being revived, integrate and be integrated into many groups, develop positive knowledge and attitudes and seize opportunities to develop cognitive, affective and motor skills, contribute to the development of engaged, imaginative and conscious students who understand their responsibilities and have a meaningful learning experience, cheerful, spontaneous and effective.

It is pragmatic to establish instructional strategies that seek solutions and answers to the difficulties that arise in the teaching and learning of the weak student, where the authorities must develop public policies that support and provide the necessary tools to overcome any barriers to inclusion, whether educational, psychological or physical in nature.

Although the constructions presented in this study are not the only ways to discuss the challenges of inclusion in early childhood education, they are an invitation to the school community to open a reflective channel and, therefore, enable the recognition of the obstacles that lie there. However, inclusive education is progress and it is necessary the commitment of all to achieve its objectives, and thus, we leave an important legacy registered in the academy, so that future research can be deepened according to the various realities in their areas of experience.

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