



THE INCLUSION PROCESS IN EARLY EARLY EDUCATION: POSSIBILITIES AND CHALLENGES OF THIS PRACTICE IN EVERYDAY EDUCATIONAL

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SUMMARY

This article is a literature review, based on several works produced on the theme developed, which is the process of inclusion in early childhood education. The general objective of this work is to debate the inclusion process developed within early childhood education, emphasizing the challenges and possibilities arising from this. The specific objective is to: define the concept of inclusive education; discuss the challenges that the inclusion process can bring to students in early childhood education; and point out the benefits of this practice for the student's development. The work is justified by the need to increasingly highlight the challenges that are faced in the process of inclusion in early childhood education, and show the benefits arising from this process, as when starting the inclusion process already in the first stage of schooling, not only Not only the child included, but the entire class will benefit. The work is organized into three different subtopics, the first of which is intended to present the concept of inclusive education. The following subtopic presents the main challenges that early childhood education teachers face in their daily lives in order to develop inclusive education. Concluding with the presentation of the benefits provided not only for students with disabilities, but for all their colleagues, when inclusive education is achieved at this stage of teaching.

Key words:Inclusive education. Deficiency. Child education. Challenges. Benefits.

ABSTRACT

(This article is a literature review, based on several works produced on the theme developed, which is the process of inclusion in early childhood education. The general objective of this work is to debate the inclusion process developed within early childhood education, highlighting the challenges and possibilities arising from this. The specific objective is to: define the concept of inclusive education; discuss the challenges that the inclusion process can bring to students in early childhood education; is justified by the need to increasingly highlight the challenges that are faced in the process of inclusion in early childhood education, and show the benefits arising from this process, as when starting the inclusion process already in the first stage of schooling, not only Not only the child included, but the entire class will benefit. The work is organized into three different subtopics, the first of which is intended to present the concept of inclusive education. The following subtopic presents the main challenges that early childhood education teachers face in their daily lives in order to develop inclusive education. Concluding with the presentation of the benefits provided not only for students with disabilities, but for all their colleagues, when inclusive education is achieved at this stage of teaching.

Keywords: Including education. Disability. Child education. Challenges. Benefits.

1. INTRODUCTION

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This article discusses an essential topic for education today, the inclusion process. According to official documents, inclusion is a right, which is supported by several legal regulations, such as the Federal Constitution, the Education Guidelines and Bases Law, and the Child and Adolescent Statute. Including is an obligation of the educational area, and this process needs to be carried out throughout basic education.

But one stage stands out in this process of inclusion, which is early childhood education, as it is the first stage of schooling, this highlight is for introducing the child to systematized learning processes, and when the child is included from an early age, both this They have the opportunity to develop fully, and their colleagues also learn about inclusion and empathy from an early age.

This work, which is a literature review, based on several authors, who have produced tions within the area of interest of this work, namely: Aranha and Martins (2016), Armstrong (2014), Brito and Lima (2012), Chiote (2012), Diniz (2018), Gaio and Porto (2006), Gordatti (2018), Lara and Pinto (2017), Mancha and Stainback (2014), Mantoan (2017), Manzini (2010), Martins (2014), Mazini and Zanella (2009), Mittler (2015), and Souza (2015).

The general objective of this work is to debate the inclusion process developed within early childhood education, emphasizing the challenges and possibilities arising from this. The specific objective is to: define the concept of inclusive education; discuss the challenges that the inclusion process can bring to students in early childhood education; and point out the benefits of this practice for the student's development.

Research on the process of inclusion in Early Childhood Education, focusing on the possibilities and challenges of this practice in everyday education, plays a central role in promoting a fairer and more equal education. By understanding the dynamics of this process, we can ensure that all children have full access to quality education, respecting their fundamental rights. Furthermore, the study contributes to the integral development of children, by considering their particularities and potential, shaping inclusive pedagogical practices that encourage learning and socialization.

The work was organized into three distinct subtopics, the first being intended to present the guiding concept of inclusive education, presenting the vision of several authors with academic productions in the area. The second subtopic discusses the challenges that the effective inclusion process developed in early childhood education can face in early childhood education. Being followed by the last subtopic that brings the benefits provided to students by the effective process of inclusion within early childhood education

2 THEORETICAL FRAMEWORK

2.1 Concept of inclusive education

At this point, the conceptual delimitation of the topic addressed begins, aiming for an expanded understanding of the object of study. The aim is to discern the contours of inclusive education and identify its fundamental orientations, providing support for the analysis of how inclusive education is seen within academic literature.

In a preliminary approach, it is imperative to clarify the meaning of the term "inclusive education". According to Diniz's perspective (2018, p. 32), it "is a process that seeks to guarantee equal opportunities and the appreciation of human diversity, with the aim of promoting a fairer and more democratic society". In this way, inclusive education is configured as a mechanism aimed at ensuring that all people have the opportunity to participate in the educational process, regardless of their physical, social, cultural or economic circumstances.

The purpose of inclusive education is to enable the integration of students with disabilities into regular schools, providing the support essential for their full development. In short, the inclusive approach seeks to eliminate barriers and promote an educational environment that recognizes and meets the diverse needs of each individual, thus consolidating the fundamental premise of educational equity. According to Mancha and Stainback (2014, p. 65), "the school inclusion of students with disabilities implies a change in attitudes, practices and educational policies, to guarantee the full and equal participation of all students in school life".

According to Mancha and Stainback (1999), inclusive education is a constantly evolving process, which involves the identification, understanding and continuous elimination of barriers that may impede the full participation and learning of all students. The authors emphasize that the essence of inclusive education lies in the transformation of educational institutions, making them more welcoming and accessible to all.

of students, regardless of their differences and limitations.

Highlighting the perspective of Mancha and Stainback (1999), it is crucial to understand that school inclusion goes beyond the mere enrollment of students with disabilities in regular schools. It implies a profound transformation in educational systems, aiming to ensure that every child has access to quality education. In this sense, inclusion is not limited to specific practices, but demands a comprehensive reconfiguration to ensure full participation and learning for all students.

It is also necessary to emphasize that inclusive education is not exclusive to schools. As Mantoan (2017, p. 43) points out, "the social inclusion of students with disabilities implies a change in social practices, to ensure that these students can have access to all spheres of life in society". As if

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As you can see, inclusive education is an integral part of an even broader process, which aims to include the subject in a social way, ensuring their rights.

This perspective is not only supported by observations from organizations that advocate the full inclusion of people with disabilities. It finds a solid basis in several legislations that seek to provide equitable opportunities in basic education for individuals with disabilities. Among these regulations, the Federal Constitution of 1988, the Education Guidelines and Bases Law (LDB) and the Brazilian Inclusion Law of 2015 stand out. These legal instruments reinforce the educational system's commitment to promoting equal opportunities, guaranteeing that people with disabilities have full and effective access to the benefits of education.

However, even though it is supported by a great legal framework, effective inclusive education is a little far from being effectively implemented in education, because in everyday educational life, this practice faces great challenges so that it can be developed, and this is what the work will discuss. Next.

2.2 Challenges of the inclusion process within early childhood education

For inclusive education to be effectively developed within early childhood education, some changes are required in several areas of education itself. Among them, we can mention the change in the educational practices developed. According to Aranha and Martins (2016, p. 126), “the challenges of inclusive education include the development of flexible pedagogical practices, the adaptation of the school curriculum to the needs of students with disabilities, the promotion of social interaction between students and the appreciation of diversity”. All of this aims to make the school a more welcoming and safe environment for students.

The challenge of school inclusion is to make education accessible to everyone, regardless of individual differences. This is an action that must be seen as a continuous process of curricular adaptation, teaching and teacher training, so that the school can meet the needs of students with disabilities and guarantee their full and effective participation.
va in school life (Mantoan, 2017, p. 26).

According to Gaio and Porto (2006), one of the primary challenges is adapting the curriculum and activities developed in early childhood education to meet the specific needs of students with disabilities. Given the uniqueness of each disability, it is imperative that teachers have the knowledge and skills to adjust activities according to each student's individual capabilities. This approach demands detailed and personalized planning, considering elements such as mobility, strength, balance, cognitive and social difficulties and motor coordination.

Gorgatti (2018) highlights that effective inclusion requires a student-centered approach, where individual particularities and the challenges faced are incorporated into the preparation of classes. Educators need to be aware of the limitations and potential of each student with disabilities, developing inclusive teaching strategies that encourage the active and meaningful participation of everyone. This perspective reinforces the importance of a flexible and sensitive pedagogical practice, ensuring that each student has the opportunity to experience an enriching educational experience adapted to their specific needs.

To achieve this purpose, according to Brito and Lima (2012), it is essential that educators continually seek to improve their knowledge about adaptations and modifications to be made in their interventions with children in early childhood education. This improvement may include seeking guidance from experts, establishing partnerships with professionals in the rehabilitation field and sharing good practices with peers.

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Interactions and collaborations between educators are fundamental to enrich pedagogical approaches and overcome the challenges inherent to inclusive practice. This exchange of experiences contributes not only to the professional development of educators, but also to the promotion of more adapted and welcoming educational environments for all students.

Another crucial aspect is awareness and changing mindset. Inclusion often faces resistance from some classmates, who may not be used to living with people with physical disabilities or may have deep-rooted prejudices and stereotypes. It is essential to promote empathy, respect and mutual understanding among all students, creating an inclusive and welcoming environment. We know the difficulties of this, due to the little

age of early childhood education students, but the sooner this process begins, the more benefits it will bring throughout the educational journey of the entire class (Lara; Pinto, 2017, p.69).

In this scenario, it is crucial to develop activities that encourage collaboration and teamwork, promoting interaction between students with and without physical disabilities. Executing collaborative projects, incorporating cooperative games and carrying out activities that recognize each student's individual skills are fundamental elements for cultivating an inclusive culture and combating prejudice.

Mazini and Zanella (2009) highlight the importance of emphasizing the value of diversity and celebrating differences. Inclusion goes beyond the mere participation of students with disabilities in classes, it requires genuine acceptance, valuing their contributions and recognizing their achievements. This approach not only strengthens the self-esteem of students with disabilities, but also sensitizes other colleagues to the relevance of inclusion and the appreciation of diversity.

Armstrong (2014) highlights an additional challenge in this context, related to school infrastructure. Not all educational institutions offer adequate accessibility for students with disabilities, which can make it difficult for them to fully participate in classes. The presence of ramps, elevators, handrails and adapted changing rooms are essential aspects that need to be met to ensure the effective inclusion of these students.

The lack of teacher training in relation to inclusion represents yet another challenge. Many educators may experience insecurity or lack of preparation when dealing with students who have physical disabilities in their classrooms. Investment in education and training for teachers is crucial, providing them with the necessary tools to develop effective and inclusive pedagogical strategies. These professionals play a central role as driving agents for the effective implementation of the inclusion process in the school environment.

The teacher is essential in this relationship and in this inclusive process, as this form of education poses great challenges. The teacher is the main mediator in relationships between students, it is through the teacher's critical and social intervention that students can have a new vision about the differences between others and each other (Martins, 2014, p.88).

It is essential that educators remain constantly updated on advances in inclusive practices, continually seeking new approaches to meet the needs of students with disabilities. This update may include the incorporation of assistive technologies, the adaptation of materials and the promotion of active participation by students in planning activities. By taking a proactive and innovative approach, educators will be better prepared to create inclusive and adaptive learning environments, providing enriching experiences for all students, regardless of their physical abilities. If this is effectively done, great benefits are provided to students, benefits that will be presented below.

2.3 Benefits provided by inclusion in early childhood education

With everything that has been seen so far, it can be said that inclusion in early childhood education plays a fundamental role in the overall development of children, providing a series of benefits that transcend the boundaries of individual differences. Chiote (2015), highlights the positive impact in the social and emotional sphere. By creating an inclusive environment, children have the opportunity to interact with peers who have different characteristics and abilities. This contributes to the development of empathy, understanding and respect from the first years of life.

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Diversity in the classroom promotes the exchange of experiences, knowledge and skills among children. Those with disabilities have the chance to benefit from the example of their colleagues, while they learn to value different ways of learning. This collaborative environment encourages creativity, allowing children to approach problems in innovative ways and develop challenge-solving skills together (Mittler, 2015, p.105).

Furthermore, inclusion in early childhood education plays an essential role in preparing for life. By exposing children to diversity from an early age, the educational process contributes to building



fairer and more equitable societies in the future. The skills acquired, such as tolerance, resilience and adaptability, are fundamental to face the challenges of a diverse world.

Cognitive development is also highlighted by Souza (2020) as benefiting from inclusion. Interacting with children who have different abilities encourages critical thinking and the exchange of knowledge. This enriching environment promotes the development of diverse cognitive skills, preparing children to face future intellectual challenges.

Furthermore, inclusion in early childhood education contributes significantly to strengthening self-esteem. By creating an environment that values individual contributions and respects differences, all children, regardless of their circumstances, experience an increase in self-confidence. Feeling accepted and included from an early age is crucial for the healthy development of self-esteem, meaning that children leave early childhood education more adapted to the educational environment.

3. MATERIAL AND METHOD

In this study, a literature review approach was adopted to explore the process of inclusion in early childhood education, focusing on its possibilities and challenges in the daily educational scenario. The research consisted of a critical and systematic analysis of studies, journals and documents relevant to the topic, coming from academic databases, scientific journals, books and official sources related to early childhood education and inclusive practices.

The inclusion and exclusion criteria were strategically applied, prioritizing the selection of works that directly address the inclusion process in early childhood education and meet predefined quality standards. Data analysis followed rigorous procedures, including the synthesis and comparison of results found in the reviewed literature. The objective is to identify patterns, gaps and trends in existing research, offering a critical view of the current state of knowledge on the topic.

FINAL CONSIDERATIONS

When we reach the end of this article, it can be said with certainty that all the objectives that were outlined at the beginning were fully achieved, allowing us to discuss in an expanded way how inclusion processes occur within early childhood education, in its variants. of possibilities and challenges.

When conceptualizing inclusive education, it was realized that this is an action that seeks the social inclusion of the individual, enabling them to have access to an education that can effectively emancipate them, helping to insert them into society. And that this inclusion process is supported by several legal regulations, which make inclusive education a right for all students.

It was also noticed that this process is fraught with great challenges, as it faces complex variants, such as the lack of preparation of professionals who work in this stage of schooling and the architectural challenges present in most public schools.

However, it was also clear that inclusion in early childhood education not only benefits children with disabilities, but promotes an enriching educational environment for all children. By cultivating diversity, collaboration and respect from childhood, inclusion prepares new generations to be more tolerant, empathetic citizens and capable of contributing positively to a diverse and inclusive world.

And also by making the school an effective space for inclusion, the laws that govern our country are respected, such as the Federal Constitution, the LDB, the Child and Adolescent Statute, also providing opportunities for the effective participation of these people within the first stage of schooling, which will help her in the other stages to come.

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