

## O processo de inclusão do aluno surdo na escola do campo em Mari-PB

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### Resumo

Este trabalho aborda o processo de inclusão do aluno surdo em salas regulares na escola do campo. Também reflete sobre a prática pedagógica do docente que não possui formação específica para lidar com discentes surdos, dentro do contexto da educação inclusiva. A metodologia parte de uma abordagem qualitativa, por analisar práticas pedagógicas relacionadas à educação inclusiva. Trata-se de uma pesquisa bibliográfica, que aborda a inserção do aluno surdo na sala regular na escola do campo. Para isso, utiliza como referencial teórico alguns autores que discutem as temáticas associadas à escola do campo e à educação inclusiva. Constatou-se que o processo de inclusão deve ser pensado de forma efetiva, não apenas com a inserção dos discentes nas salas regulares, mas sim havendo uma relação entre formação e prática docente, para que o aluno surdo construa as habilidades necessárias à aprendizagem no âmbito escolar.

**Palavras-chave:** Educação do campo. Ensino de Libras. Formação docente. Inclusão discente.

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## **The process of inclusion of the deaf student in the rural school in Mari-PB**

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### **Abstract**

This paper addresses the process of inclusion of deaf students in regular classrooms in rural schools. It also reflects on the pedagogical practice of teachers who do not have specific training to deal with deaf students within the context of inclusive education. The methodology is based on a qualitative approach, by analyzing teaching practices related to inclusive education. This is a bibliographic research, which addresses the insertion of the deaf student in the regular classroom in the rural school. For this, it uses as a theoretical reference some authors who discuss the themes associated with rural schools and inclusive education. It was found that the inclusion process should be thought effectively, not only with the insertion of students in regular classrooms, but also having a relationship between training and teaching practice, so that the deaf student builds the necessary skills for learning in the school.

**Keywords:** Education of the countryside. Libras teaching. Teacher training. Student inclusion.

## **El proceso de inclusión del alumno sordo en la escuela rural de Mari-PB**

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### **Resumen**

Este trabajo aborda el proceso de inclusión del alumno sordo en las clases regulares de la escuela rural. También reflexiona sobre la práctica pedagógica de los docentes que no cuentan con una formación específica para manejar con alumnos sordos, en el contexto de la educación inclusiva. La metodología utilizada parte de un enfoque cualitativo, mediante el análisis de prácticas pedagógicas relacionadas con la educación inclusiva. Es una investigación bibliográfica, que aborda la inserción del alumno sordo en clase regular en la escuela rural. Para esto, utiliza como referente teórico algunos autores que discuten los temas asociados a la escuela rural y la educación inclusiva. Se constató que el proceso de inclusión debe ser pensado de manera efectiva, no solamente con la inserción de los estudiantes en las clases regulares, sino también con una relación entre la formación y la práctica docente, para que el estudiante sordo construya las competencias necesarias para aprender en el entorno escolar.

**Palabras clave:** Educación del campo. Enseñanza de Libras. Formación de profesores. Inclusión de estudiantes.

## 1 Introduction

The inclusion process is a highly discussed topic across all educational spheres, particularly in basic education. However, access to and the sustainability of public policies do not reach most rural schools in our country. What is often observed is the integration of students with disabilities or special needs into regular classrooms without any physical support structures. Additionally, regarding deaf students, there are few policies directed at rural schools for teaching Brazilian Sign Language (Libras). Furthermore, another factor to consider is the lack of incentive from some public managers for continuous teacher training in Libras education.

In this context, the lack of planning in developing various public policies in Brazil is a significant factor hindering the inclusion process. The law guarantees that children with disabilities have the right to be enrolled in regular classrooms. Teachers are responsible for promoting inclusion through accessible methodologies in the classroom. Given this scenario, several problems arise, such as: the absence of an inclusive environment in schools, the lack of teachers with minimum specialized training to address these needs, difficulties in support from multidisciplinary professionals, and a scarcity of continuous training, among others.

What we observe in our reality is the disrespect towards people with disabilities, especially the deaf. Despite the creation of Law No. 13.146/2015, the Brazilian Law on the Inclusion of People with Disabilities, their rights are still not fully guaranteed (BRAZIL, 2019). Brazilian Sign Language (Libras) faces some weaknesses in its context, including issues with training, specialized support, and specific materials. Some municipalities provide Special Educational Service (AEE)<sup>4</sup> rooms in their schools, with meetings once or twice a week during times outside regular classes. However, these actions are insufficient to meet the needs of these students.

From this initial reflection, the following question arises: How does the process of including deaf students in rural schools occur? Given this issue, the inefficiency of inclusion policies in rural education becomes evident. It would be essential to offer courses for professionals working in this field to seek learning aligned with the reality of each classroom. This approach aims to ensure the inclusion of proposals that promote school inclusion, as it involves the ability to understand and recognize the needs of others (MANTOAN, 2008). Thus, meaningful educational experiences can be constructed.

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<sup>4</sup>Decree No. 6,571, dated September 17, 2008, regulates Special Educational Services (AEE), implements the sole paragraph of Article 60 of Law No. 9,394, dated December 20, 1996, and adds provisions to Decree No. 6,253, dated November 13, 2007. (BRASIL, 2010).

Therefore, the general objective of this research is to analyze the development of public inclusion policies in regular classrooms of basic education, specifically in rural schools, and to determine whether the proposals guaranteed by law effectively address teacher training and the skills necessary for knowledge construction among students.

The specific objectives are: to recognize the public inclusion policies developed in rural schools; to reflect on the relationship between teacher training and practice in an inclusive context; and to understand the importance of Libras professionals in building knowledge and the skills necessary for student development.

Presenting this proposal alongside support for ongoing training would encourage education professionals to seek new knowledge to be applied in the classroom, thereby promoting learning that aligns with the students' reality.

Certainly, teaching practice would encompass an inclusive context with lessons aimed at the participation of all students in the regular classroom, as the planning would reflect both the possibilities and the challenges

The teacher is considered the primary resource for instructing students who have learning difficulties. This implies a continuous effort to improve their professional competence and to develop their teaching skills. Such recognition of the importance of teacher training is complemented by a deeper reflection on how to enrich the curriculum, how to adapt teaching to student diversity, and how to foster cooperative learning (MARCHESI, 2010, p. 42).

Given this scenario, we see that inclusion is not being developed as suggested by the law. Consequently, education professionals continue to engage in practices that do not meet the expectations outlined by current legislation.

In light of these initial considerations, this research aims to contribute to the academic community by addressing the process of including deaf students in regular education within rural schools, amidst a context of challenges and possibilities. Thus, inclusion can be achieved through teacher training for teaching Brazilian Sign Language (Libras) via continuing education courses.

## **2 Theoretical Framework**

In this section, we will first address the context of rural schools in Brazil. Additionally, we will analyze the relationship between curriculum and teaching practice in multi-grade classrooms, focusing on contextualized teaching that discusses experiences and practices in rural settings in a

The process of inclusion of the deaf student in the rural school in Mari-PB meaningful way, through dialogues between teaching practice and the inclusion of deaf students in regular classrooms.

Next, we will reflect on Brazilian Sign Language (Libras) and its importance in teacher training. We will also propose some teaching methodologies for the inclusion of deaf students that are effective for interaction, participation, and the construction of learning in rural schools with regular classes.

## **2.1 The Context of Rural Schools in Brazil**

Rural schools in Brazil face numerous challenges, such as closures and/or lack of physical infrastructure, insufficient educational materials for all students, multi-grade classrooms, curricula designed for urban contexts, and nucleation, among others.

In this context, Arroyo (2007, p. 158) asserts that "a frequently raised hypothesis is that our school system is urban, conceived only within the urban paradigm, with an idealization that the city represents progress and the countryside represents backwardness, identifying rural people as other citizens with outdated cultures."

Santos (2017, p. 210) further emphasizes that "the production of knowledge in rural schools can reframe memories, identities, and the lived experiences of individuals who organize themselves to overcome oppression and the various barriers of illiteracy, hunger, and lack of emancipatory projects for rural men and women." According to the author, rural schools should explore the interests of people living in these areas to value their experiences in the pursuit of knowledge. Thus,

[...] This political formation, historically contextualized, can contribute to the reconstruction of the past by excavating memories and events, recovering documents, primary sources, and producing critical and counter-hegemonic histories. The knowledge produced in collaboration with educators, students, and leaders of social movements can be redefined in the struggle for their life stories, values, and recognition (SANTOS R., 2017, p. 210).

Teaching practices developed in rural areas should engage with the production of knowledge based on students' prior knowledge related to their daily lives. However, Santos R. (2017, p. 212) asserts that "the concept of school education in rural areas was linked to education 'in' the field, which was decontextualized, elitist, and offered to a minority of the Brazilian population."

Historically, education in Brazil was a privilege for a small minority, and education in rural areas remained decontextualized for a long time. It had no connection with the lived space and replicated an urban education without meaning. Molina and Antunes (2014) highlight that,

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The Movement for Rural Education represents both a continuation and a break from this historical process. It is a continuation because it demands schools whose identity is linked to rural realities. However, its central proposal does not solely focus on a school tied to the rural environment or one that appears universal. It starts from the premise that this polarity, among others established in the rural education ideology, masks the concrete conditions of the production and reproduction of life and education in rural areas. In this sense, the inadequacy of educational provision is understood as a result of its intrinsic connections with the economic, political, social, and cultural aspects that shape the projects of schools, the rural environment, and society as a complex totality with multiple determinations (MOLINA; ANTUNES, 2014, p. 224-225).

In this perspective, rural education emerges with the proposal to value the identity of rural people through a school project that recognizes their histories, experiences, and activities in the rural environment. The National Education Guidelines and Framework Law (LDB), in its Article 28, establishes that:

In the provision of basic education for the rural population, the education systems will make the necessary adaptations to suit the peculiarities of rural life and each region, specifically: I. Curricular Content and Methodology: Adaptation of curricular content and methodology to the real needs and interests of students in rural areas. II. School Organization: Development of a school organization that includes adjusting the academic calendar to the phases of the agricultural cycle and climatic conditions. III. Work Nature Adaptation: Adaptation to the nature of work in rural areas. These measures are designed to ensure that education in rural settings is relevant, effective, and supportive of the students' daily lives and activities (BRASIL, 1996).

Rural education is associated with a teaching project that addresses the specifics of rural areas through a curriculum that connects with the daily life of the community and a meaningful practice that prioritizes the interests of students alongside the activities carried out in these spaces and by people living in the countryside.

In the following section, we will explore the relationship between the curriculum of rural schools and teaching practices in multi-grade classrooms, focusing on the students' context.

### **2.1.2 Rural Education: The Relationship Between Curriculum and Teaching Practice in Multi-Grade Classrooms**

Schools located in rural areas should propose a curriculum that engages with the experiences students encounter in their daily lives. According to Fenelon (1989, p. 21), “to ensure the development

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of students with the desired profile, teachers should be trained not just to ‘reflect and think,’ but to ‘learn how to transmit’ the necessary content for development and learning in an interactive and interdisciplinary manner.”

Reis (2011, p. 276) states, “the mere existence of a school in the countryside does not qualify it as rural education. It could be just another building that does not develop a curriculum contextualized with the experiences and realities of the countryside.” The author defines rural education as:

It is built upon the interests of the community to which it is connected, and its pedagogical political project is based on the local reality, the culture of the rural community, and the material and historical conditions of existence of the rural people. These form the foundation for the pedagogical and educational processes developed by its educators and the entire educational community. A rural school is one committed to the educational process and the issues faced by rural populations (REIS, 2011, p. 276-277).

According to Paim (2005, p. 219), ‘teachers would be mere transmitters of content, which would come pre-packaged in textbooks. These contents, in most cases, were completely disconnected from the ‘realities’ experienced by both teachers and students.’ In this way, the teacher would be a mere transmitter of knowledge, distancing themselves from the reality lived by the students. In the current context, both educators and learners construct knowledge together through interaction between themes and experiences present in their daily lives.

Moreira and Candau (2007) highlight that different socioeconomic, political, and cultural factors contribute to how the curriculum is understood. They are:

- a) the content to be taught and learned;
- b) the school learning experiences to be lived by students;
- c) the pedagogical plans developed by teachers, schools, and educational systems;
- d) the objectives to be achieved through the teaching process;
- e) the evaluation processes that ultimately influence the content and procedures selected at different levels of education (MOREIRA; CANDAU, 2007, p. 17-18).

Given the issues presented, it is evident that the curriculum in rural schools should contextualize the experiences and realities of rural life to encourage student participation during classes. In this regard, teachers should promote interaction among students in multigrade classrooms by selecting content that is most meaningful for development in the classroom.



We observe that there is diversity in any group, but in rural schools, it is more pronounced because they accommodate children of varying ages and knowledge levels, from Early Childhood Education to Elementary School. This results in multigrade classrooms, where the teacher is responsible for developing a practice that fosters interaction and learning in a contextualized manner. However, teachers often struggle to achieve the desired objectives because multigrade classrooms are associated with academic failure, and usually, the teacher does not have an assistant to help with the activities.

According to Molinari (2009):

The biggest problem is organizing instructional time. When faced with children from various grades or cycles, each with different learning needs, sharing the same space and attention, teachers often think the solution is to create separate plans for each group. However, this has never been an efficient strategy, as the teacher has to run back and forth during class trying to attend to everyone, and obviously, they cannot keep up with the development of each task (MOLINARI, 2009, s/p).

Moreira and Candau (2007, p. 21) highlight that “a quality education should enable the student to go beyond the references present in their everyday world, taking it on and expanding it, thereby becoming an active agent in changing their context.” The learning process should encourage the student to move beyond the knowledge acquired in the classroom. It is necessary for them to seek other forms of learning in their daily life and to constantly reflect on their thinking and actions within the community.

However, according to Arroyo (2007), a frequently raised hypothesis is that our school system is urban, designed only with the city paradigm in mind. In contrast, the rural area,

[...] is seen as an extension, like a backyard of the city. Consequently, urban professionals—such as doctors, nurses, and teachers—extend their services to the countryside. These services are often adapted and inadequate, provided in poorly resourced medical posts or small, underfunded schools. Urban professionals deliver their services to the rural areas, especially in the early years, without cultural ties to the countryside, and without establishing long-term residency or connections with the rural communities (ARROYO, 2007, p. 159).

According to the author, the countryside is seen as an extension of the activities carried out in the city, and professionals often perform their work in the same manner in both spaces. However, it is essential to recognize that each place has specific characteristics, and it is the professional's responsibility to develop strategies that ensure appropriate inclusion, both in terms of interaction and learning for students in rural schools.

Ausubel (2003, p. 71) states that “classroom learning or subject matter learning essentially refers to the acquisition, retention, and use of large sets of meaningful information, such as facts, propositions, principles, and vocabulary from various disciplines.” For learning to be effective, the educator must propose topics related to the experiences in the countryside, utilizing the prior knowledge presented by the students.

Within this context, we will discuss the pedagogical practice of educators without specific training in teaching Libras in rural schools, focusing on the curriculum of rural schools and the inclusion of students in regular classrooms.

### **2.1.3 Dialogues Between Teaching Practice and Inclusion of Deaf Students in Regular Classrooms**

According to the National Guidelines and Framework for Education Law (Law No. 9,394/96), the inclusion of students with special needs in regular classrooms is a guaranteed right. Chapter III, Article 4, Item III, states that it is the duty of the state to ensure specialized and free educational support for students within the regular education network (BRASIL, 1996).

It is observed that teachers in multigrade classrooms in rural schools often lack specific training to address the needs of children with disabilities. At the start of the school year, when confronted with this reality, they may become distressed due to their lack of knowledge on how to develop effective practices to facilitate interaction in the classroom.

Law No. 10,436, dated April 24, 2002, in its Article 2, states that the government must ensure the support, use, and dissemination of Brazilian Sign Language (Libras) as a means of effective communication for the entire deaf community in Brazil. However, how will a teacher without specific training develop practices with the minimum skills required for the development of the student? In this context,

Decree No. 5,626/05, which regulates Law No. 10,436/2002, aims to ensure access to education for deaf students. It addresses the inclusion of Brazilian Sign Language (Libras) as a curricular subject, the training and certification of teachers, instructors, and translators/interpreters of Libras, the teaching of Portuguese as a second language for deaf students, and the organization of bilingual education within regular schooling (BRASIL, 2010, p. 15).

The law guarantees deaf children and adolescents access to and retention in regular classrooms, but municipalities often do not provide the minimum necessary infrastructure for effective classroom

development, such as bilingual education as stipulated by law; regular training and capacity-building for teachers and support staff throughout the academic year; materials for classroom activities; technical and professional support related to inclusive practices; adequate space for student interaction; easy access to all school environments; and financial incentives for teachers who specialize in inclusion, among other incentives.

For quality education with equal conditions, we must fight for these improvements and reduce disparities in schools. Thus, "Ensuring the right to education for all is not limited to merely complying with the law and applying it summarily to discriminatory situations. The issue deserves a deeper understanding of justice" (MANTOAN, 2006, p. 16). These issues have not yet been fully addressed by current education policies.

However, what is observed in society is that children are enrolled in classrooms with a significant number of students, and it is up to the educator to develop practices that yield meaningful results throughout the academic year. However, we know that the teaching and learning process does not occur this way due to the multiple teaching activities and the typically double or triple workload of the teachers.

Chapter 5 of the LDB addresses aspects related to special education. Article 58, § 1, states that whenever necessary, there will be specialized support services for students with special needs in regular education. However, what we observe is that this support does not effectively occur throughout each academic term.

For inclusion to take place, it is necessary for teachers to receive specific training. Article 59, item III, states that educational systems must ensure that students with special needs are provided with teachers who have appropriate training at the secondary and/or higher education levels for specialized support, as well as regular education teachers who are trained through ongoing professional development to integrate these students into regular classrooms in all levels of basic education (BRASIL, 1996). Bueno (1999) reinforces that:

[...] On one hand, regular education teachers lack the minimum preparation to work with children who have evident disabilities. On the other hand, many special education teachers have very little to contribute to the pedagogical work developed in regular education, as their expertise is often focused on the specific difficulties of the students they serve (BUENO, 1999 *apud* RETONDO; SILVA, 2008, p. 28).

According to the author, there is a deficiency related to teacher training for inclusive education in regular schools. In this sense, it is necessary for public authorities to provide incentives so that

The process of inclusion of the deaf student in the rural school in Mari-PB these professionals receive proper training and can thereby change their pedagogical practices to promote meaningful classroom interaction.

## 2.2 Brazilian Sign Language (Libras)

The Brazilian Constitution of 1988, through Law No. 10,436, of April 24, 2002, states in the sole paragraph of Article 1 that:

Brazilian Sign Language (Libras) is understood as a form of communication and expression in which the visual-motor linguistic system, with its own grammatical structure, constitutes a linguistic system for transmitting ideas and facts originating from communities of deaf people in Brazil (BRASIL, 2002).

With the recognition of this language, deaf individuals experienced greater social participation, overcoming the stigmas associated with disabilities that had characterized them until then. A new perspective emerged, recognizing them as subjects of rights within society. There was an increase in visibility in the deaf community, and they began to be the focus of various research studies. However, before delving into these reflections, it is essential to understand how the process of education for deaf individuals was established in Brazil.

The process of educating the deaf in Brazil began in the 18th century when Dom Pedro II brought Frenchman René Ernest Huet to teach Brazilian deaf children from noble families in Brazilian Sign Language. According to Santos M. (2017),

[...] Huet inaugurated the first school for the deaf, initially called the Imperial Institute for Deaf-Mutes, now known as the National Institute for Deaf Education (Instituto Nacional de Educação de Surdos – INES). At this institution, deaf students from across the country studied in a boarding school setting with the French teacher. When they returned to their homes, they spread their knowledge, making this school the birthplace of Deaf culture and the diffusion of Brazilian Sign Language (Libras) throughout the country (SANTOS, M., 2017, p. 29).

The National Institute for Deaf Education (Instituto Nacional de Educação de Surdos – INES) was inaugurated in Rio de Janeiro and has been developing inclusive education that serves as a reference throughout Brazil to this day. Initially, education was restricted to the children of nobility, but over the years, the general community also began to receive bilingual education. Regarding this matter, Decree No. 5.626, dated December 22, 2005, states that it should:

[...] II - offer, mandatorily, from early childhood education, the teaching of Brazilian Sign Language (Libras) and also Portuguese as a second language for deaf students;  
III -. provide schools with:

- a) Libras teacher or Libras instructor;
- b) Libras-Portuguese translator and interpreter;
- c) Teacher for teaching Portuguese as a second language to deaf individuals. (BRASIL, 2005).

For Libras to be effectively implemented, it is essential that schools provide support from professionals capable of developing teaching that engages with deaf students. According to this decree, each educational institution must offer, starting from early childhood education, teaching in Libras and Portuguese that meets the expectations of students for the teaching and learning process.

It is important to emphasize that the education of deaf individuals in Brazil has never been a priority, and the small achievements we have made are not always applied as the law outlines. The school environment requires trained professionals to develop an inclusive approach for these students. However, what we observe is that these students are enrolled in regular classrooms with teachers who do not have training in Libras.

### **2.2.1 The importance of Libras in teacher training**

In our context, it is common to see deaf students enrolled in regular classrooms, and the teaching of Libras becomes crucial for teacher training. Decree No. 5.626/2005, which regulates Law No. 10.436, known as the "Libras Law," addresses issues related to the training and role of professionals in teaching Libras. It highlights in Chapter III, Article 4, Section III, that,

Teacher training for teaching Libras in the final years of elementary education, secondary education, and higher education must be conducted at the higher education level, through a full undergraduate degree in Letras/Libras or Letras: Libras/Portuguese with a second language (BRASIL, 2005, p. 2).

As argued by this regulation, education professionals need to pursue specific training to work in the teaching of Libras. This should be achieved through a degree in Licenciatura in Letras/Libras or Letras with a second language for the deaf. In this way, educators will be qualified to work at the elementary, secondary, and/or higher education levels. According to the author:

The teacher must be able to see themselves as an agent of change in the social context, as their role goes beyond merely transferring knowledge, being primarily about shaping citizens. Their work is committed to the conditions of the school and the quality of their academic training. It is the teacher who is responsible for the teaching and learning process of their students (MEC, 1993 *apud* PIRES, 2005, p. 15).

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The teacher plays a fundamental role in the process of knowledge construction. They are responsible for mediating the knowledge of deaf students through strategies that contextualize family experiences. For this to happen, it is necessary for the school to provide a welcoming environment where students can build meaningful learning. In this sense,

Schools need to organize themselves to create an environment with a linguistically appropriate context for Deaf students, aiming for success in their education. To achieve this, schools must recognize that sign language is a fundamental right for Deaf individuals to use their natural language during classroom interactions with peers (FERRÃO; LOBATO, 2016, p. 35).

In this context, the major challenge is the qualification of teachers to work with Libras in basic education. Lobato, Amaral, and Silva (2016, p. 11) state that "among the educational proposals for improving the schooling of Deaf students is the training of teachers, but qualifying teachers is not simple, especially in the current sociopolitical context." It is essential to understand that the progress of Deaf students in regular classrooms depends on the teacher's role through a teaching and learning proposal that seeks interaction and the association of consolidated knowledge with practical elements, aiming at the construction of new knowledge in the classroom.

According to Quadros (2000, p. 55), "the literacy process begins naturally. Two precious keys to this process are the storytelling and the production of children's literature in signs." This interaction between teacher and Deaf student is crucial for developing a spontaneous teaching-learning process that involves meaningful knowledge construction.

In this context of experiences and interactions, it is necessary for educators to seek strategies that promote learning through interdisciplinary dialogues in rural schools with Deaf students.

In the following section, we will discuss some methodologies that facilitate the inclusion of deaf students.

### **2.2.2. Teaching Methodologies for the Inclusion of Deaf Students**

The inclusion process of Deaf students in the classroom requires pedagogical practices that foster interaction within the school environment. To achieve this, teachers must use Libras during their lessons to ensure that the inclusion process is positive. It is crucial for educators to plan teaching strategies that promote the participation of Deaf students in regular classrooms, incorporating elements from their daily lives. Additionally, teachers must work in conjunction with Libras interpreters and translators to provide effective support. These efforts can make a significant

difference in the teaching and learning process, ensuring that students with special needs have access to instruction and education as a legally guaranteed right.

Lacerda and Santos (2013, p. 186) state that "to support Deaf students' learning, it is not enough to simply present content in Libras; it is necessary to explain classroom content using all the visual potential that this language offers." The regular classroom teacher, in collaboration with the Libras interpreter, should develop practices that encourage students to engage in lessons, utilizing strategies that support meaningful learning. Thus, visual and gestural language should be explored to build relationships and expand Deaf students' knowledge.

The authors suggest various visual aids that can assist with classroom interaction, such as models, drawings, photographs, videos, maps, charts, and film excerpts. These can be useful in presenting content across various subjects in the curriculum, provided that the school offers a Libras translator and facilitates interaction between the teacher and translator/interpreter, creating a truly inclusive environment as mandated by law.

Álvaro Marchesi (2004, p. 189), when studying Deaf culture, asserts that bilingual communication with Deaf individuals involves using both sign language and oral language. However, difficulties arise particularly in practice, especially in "training parents and teachers and incorporating Deaf experts in sign language into schools." This highlights the importance of teacher training in applying pedagogical practices aligned with sign language instruction, which is often lacking in rural schools.

Lacerda and Santos (2013, p. 188) also note that schools are generally reliant on textbooks as the sole method for presenting concepts. This approach has proven to be ineffective for Deaf students in the classroom. Educators who rely solely on texts are unlikely to engage Deaf students effectively during lessons. According to Conceição (2011):

Among the countless methodologies that teachers can use to make teaching Deaf students more enjoyable and effective, one notable approach is the practice of lectures and/or workshops conducted by Deaf teachers. This method helps students better develop their potential because they encounter a successful role model who has lived similar experiences within their own world (CONCEIÇÃO, 2011, p. 20).

Inviting a Deaf teacher to conduct a workshop or class on a specific topic is a crucial strategy for making Deaf students feel welcomed in their environment, as they will recognize that the guest shares their world and understands their concerns.

According to Rangel and Stumpf (2012, p. 115), "Deaf students often see hearing teachers as individuals who do not fully recognize them." Unfortunately, this also happens in relationships with

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parents, siblings, relatives, and other adults, with most hearing individuals in the Deaf student's life. Therefore, it is essential for Deaf students to interact with people who can understand them and share experiences that support their social development. Marchesi (2004) adds that

It is crucial to recognize and respect the culture of Deaf individuals, a culture based on sign language that is sustained by Deaf associations. This culture plays a significant role in the personal identity development of Deaf children and should also be known and valued by hearing peers. (MARCHESI, 2010, p. 192).

The author asserts that when hearing individuals do not engage with the Deaf community or learn sign language, Deaf individuals are unable to project themselves onto them. Their life expectations are limited to mirroring the reality of the Deaf individuals they have the opportunity to interact with. Therefore, interaction among Deaf individuals within the school context is crucial for developing new skills and acquiring diverse knowledge to support learning.

### **3 Method of Research**

This research involves a qualitative approach, specifically a bibliographic type, as it discusses the theoretical aspects of the teacher-student relationship contextualized within inclusive education in rural schools. It is observed in the realm of research an evolution towards “a privileged occasion, bringing together the thought and action of an individual or a group, in the effort to develop knowledge about aspects of reality that should serve to compose solutions proposed to their problems” (LÜDKE, 2018, p. 2).

In terms of its nature, it is defined as participatory research, due to the researcher being a teacher at the rural school and a member-researcher of the observed environment. Thus, it is characterized by knowing the declared reality (SEVERINO, 2007). Clearly, it shares experiences and proposes, according to research, a new approach to the school environment of which it is part, thus discussing the observed elements based on bibliographic analyses and other observations.

This relationship occurs in the daily life of the Escola Municipal de Educação Infantil e Ensino Fundamental Zumbi dos Palmares and through the knowledge acquired from experiences and practices attributed to the teacher. Therefore, it is understood that in the varied forms of relationships between individuals, it is fitting to see the school as a promoter of knowledge, foundational to the development of competencies specific to educational learning situations. Coll and Solé (2007) affirm that



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To "calibrate" the impact of formal education on individual development, it is crucial to keep in mind that its influence—within institutions specifically created for this purpose, managed by professional educators who plan and implement systematic interventions based on a social project—is exerted over an extended period of an individual's life, precisely during the time when their plasticity and susceptibility to social influence are greatest. (COLL, SOLÉ, 2007, p. 243).

The teacher, by understanding the classroom environment and its needs, carries the responsibility of recognizing both needs and possibilities. Potentialities can be realized provided that efforts are made toward achieving such outcomes. In schools, deaf students who lack specialized support rely on the attention and sensitivity of their general education teachers.

According to Prodanov and Freitas (2013, p. 20), "intersubjectivity is as important for science as internal criteria, known as formal quality." In this context, the goal is to generate knowledge to solve a problem that frequently occurs, especially in rural schools, due to the lack of professionals working within the scope of inclusive education. Thus, the focus is on reflecting on teaching and learning with an emphasis on the current reality, "thus, providing a privileged occasion, bringing together the thought and action of an individual or a group, in an effort to develop knowledge about aspects of reality that will serve to compose solutions to their problems" (LÜDKE, 2018, p. 2).

This research was developed based on observations of daily school life, recognizing this issue within the context of a rural school, particularly due to the lack of adequate physical infrastructure, the inefficiency of bi-monthly assessments, and the absence of ongoing training, among other factors.

To conduct this research through a bibliographic approach, it was necessary to consult authors discussing the relevant themes. Hence, we relied on Bueno (1999); Brasil (2002, 1988, 1996); Falcão (2010); Lacerda and Santos (2013); Molina and Antunes (2014); Reis (2011); Santos (2017). Additionally, various scientifically based materials were used. Furthermore, it was also necessary to reflect on some issues related to the topic in Basic Education.

Through this experience and after reviewing the indicated materials, it became evident that current legislation presents a comprehensive legal framework for training and practices aligned with student realities. However, in practice, this is not always implemented as guaranteed by the legislation.

## 4 Results and Discussion

This research was important for understanding some concepts related to Inclusive Education. We observed the incompatibility between what is established by the Inclusion Law and the pedagogical practice of educators without training in Libras (Brazilian Sign Language) for working in Basic Education. Contrasting with this perspective, Article 208, Section III, of the Brazilian Federal Constitution states that Specialized Educational Assistance (AEE) for people with disabilities should preferably occur within the regular education network, providing teachers with specific training to support students in regular classes.

According to Falcão (2010, p. 29), "many educators choose to pass the responsibility to interpreters and other deaf individuals, or they simplify the knowledge and 'approve' everyone at the end of the academic year without the minimum required knowledge for the grades they are in." In this sense, it is crucial to establish strategies so that inclusive education is developed in accordance with the legal frameworks established by the Law. Teacher training is one of the necessary steps to achieve significant change regarding the application of the Law and the inclusion of this type of education in rural areas.

In line with what has been presented, the National Education Plan, in Article 17, Section IV, establishes that teachers already in the profession should be offered opportunities for continued training, including specialization, by the educational authorities at the federal, state, and municipal levels.

Through this work, it became apparent that certain rights are being denied, both to teachers who work without specific training in this field and to students who are not provided with the support stipulated by law. After reviewing various materials, measures were proposed that would be fundamental for establishing practices that align with the realities of rural areas.

Fonseca (2003, p. 15) prompts us to reflect on special education. According to the author, it not only involves receiving and understanding the peculiarities of students but also efficiently meeting the needs and interests of those who require it.

Therefore, it is essential that this public policy discussed in this research becomes a priority in contemporary society, ensuring that all students participate not only in the teaching and learning process but also in all cultural, religious, and artistic aspects, as all social subjects possess equal rights.

## 5 Final considerations

This research presented a discussion on the legal and practical aspects of Inclusive Education in rural schools. Through the readings, it became evident how much progress has been made and what

still needs to be pursued to improve inclusion in our country, emphasizing that education should not be limited to the school environment but should encompass all areas of society.

During the research, we questioned the pedagogical practices of teachers who lack specific training in inclusion. Our goal was to understand whether it was possible to promote the interaction of these students during classroom discussions. At each stage of this research, we addressed the questions raised at the beginning of the study.

We also discussed the lack of infrastructure in schools related to inclusion and proposed strategies that would be fundamental for inclusive practices, such as ongoing teacher training in inclusive education.

Our general objective was to analyze the development of public inclusion policies in regular education classrooms, specifically in rural schools, and to assess whether the proposals assured by law are effectively implemented in practice, including teacher training and the skills necessary for knowledge construction among students.

Specific objectives included recognizing the public inclusion policies developed in rural schools; reflecting on the relationship between teacher training and practice in the inclusive context; and understanding the importance of teacher training in Libras courses for knowledge construction and the skills needed for student development.

This research allowed us to view Inclusive Education not as a problem, but as an opportunity to develop a serious approach that shares the right we all have to access social spaces through communication, expression, access, and participation in social life.

Finally, we believe that Inclusive Education should be offered to all who need it. It should act as a possibility for change and social inclusion for all individuals in society, in a fair, equal, and humane manner. For future research, it is viable to discuss the relationship between deaf students and the learning process in regular basic education classes, with the support of a Libras interpreter in the school.

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