


## SPECIAL EDUCATION AND INCLUSION: AN ANALYSIS OF THE CURRICULUM OF PHYSICAL EDUCATION LICENTIATE COURSES IN PUBLIC UNIVERSITIES OF PERNAMBUCO

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### ABSTRACT

This is an investigation dedicated to analyzing the presence of the themes of Special Education and Inclusion in the curriculum of training courses in Physical Education at public universities in Pernambuco. To this end, we start from the understanding that tensions and debates around the issue of difference constituted the basic content of Physical Education itself as a field of knowledge. In this context, the analysis of the curricular guidelines of the teaching degree courses allowed us to raise questions about the responses of the area to the precepts of the National Education Policy in force, especially regarding inclusive educational processes. A descriptive and exploratory research was carried out, of a documentary nature, with analysis of the pedagogical projects of 4 universities. The data analysis resulted in the recognition of indicators related to the following main aspects: Teacher training from the perspective of inclusive education; Profile of the disciplines, considering elements such as the workload dedicated to the theme of inclusion; Forms of adequacy between theory and practice, among others. The interpretation of these data seems to us to signal not only ruptures and/or transformations of the area in relation to its own foundations, but also the effects of such processes on the daily lives of teachers. Thus, the need to reaffirm the institutional commitment to the theme is evident, beyond its punctual insertions in the curricula. In addition, we suggest that its own curricular structure be taken as a theme of reflection for the restructuring and updating of the pedagogical projects of Physical Education, as a way of rethinking its epistemological and pedagogical bases.

**Keywords:** Curriculum. Physical education. Special education. Inclusion.

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## INTRODUCTION

Physical Education, in the school environment, has undergone transformative actions in accordance with the ethical principles of society and the political-pedagogical projects of educational institutions. Several changes have occurred in the concept of this discipline over time. In its beginnings, Physical Education comprised gymnastic exercises, recognizing such practices, above all, as a resource for the materialization of eugenicist and hygienist bases legitimized by the science of the time. In the Brazilian case, it sought to serve an ideal of nation that was mainly based on the understanding of racial miscegenation as a determining obstacle to national development. In view of this, as a field of knowledge in constitution, Physical Education began to be identified as a strategy for the resolution of such an "obstacle", assuming the function of stimulating the reproduction of bodies considered adequate to the project of society that associated health with race, and taking as the main terrain of investment and discipline the body of white women (GOELLNER, 2008), responsible for the generation of physically and morally strong individuals. Therefore, its original guidelines allow us to glimpse a process of hierarchization of differences, as well as its contribution to the legitimation of asymmetrical power relations.

From the twentieth century onwards, it began to be valued as an important ally in the insertion of people with disabilities in regular education. (MINAS GERAIS, 2014).

In Brazil, access to education for people with disabilities is guaranteed by the Constitution of the Federative Republic of Brazil of 1988 (BRASIL, 1988). The National and Basic Education Guidelines – Law No. 9,394, of December 20, 1996 (BRASIL, 1996), reinforce this right by defining education as a universal right. In addition, they determine that people with disabilities must receive educational support, ensuring specialized care for the target audience of special education

This is the principle of inclusion, which aims at a more dignified society and seeks to enable this process that has currently gained strength in society, being based on several laws and documents, both national and international. Article 3 of the Jomtien Declaration (UNICEF, 1990), for example, states that measures are needed to enable equal access to education for all students, including those with specific educational needs, among which those with disabilities stand out, designated by current policies as the target audience of Special Education (BRASIL, 2008, 2011).

According to the current National Education Policy in force in our country, inclusive educational processes are understood as "a political, cultural, social and pedagogical action

triggered in defense of the right of all students to be together, learning and participating without any type of discrimination". Based on human rights, it seeks to combine equality and difference as inseparable and constitutive values of our society and, in this sense, understands that educational actions must overcome the logic of exclusion inside and outside the school (BRASIL, 2008, p. 1).

Omote (2003) states that inclusion is, above all:

[...] an ideological principle of equal rights and access to opportunities for all citizens, regardless of possessions, religious, political or ideological options, anatomical and physiological or somatopsychological attributes, behaviors, psychosocial, socioeconomic or ethnocultural conditions and group affiliation (OMOTE, 2003, p. 154)

In order to contribute to the field of inclusive education, this study discusses the initial training of Physical Education teachers from this perspective. To this end, a data survey was carried out, through online consultation, of the PPCs<sup>4</sup> and the curricula of the Physical Education degree courses of four public universities in the State of Pernambuco and the syllabus of their disciplines that address content on inclusive education. The institutions investigated were: Federal University of Pernambuco – UFPE; Federal Rural University of Pernambuco – UFRPE; Federal University of Vale do São Francisco – UNIVASF; University of Pernambuco – UPE.

The collected data were tabulated to map the recurrence of the disciplines that deal with the theme of inclusion in the education of graduates. The analysis was guided by the problem reflected in the following question: how are approaches related to inclusion inserted in the training courses for Physical Education teachers, especially with regard to the curricular issue.

Thus, according to Piovesan et. al. (2019) Rondini (2019); Baptista; Santos (2019); Felicetti and Batista (2020), special education from the perspective of inclusion, addressed in undergraduate courses are insufficient for the effectiveness of the process, which has resulted in social and academic losses to all involved. Regarding the importance of initial and continuing education for the process of school inclusion, Rocha et al (2022), maps publications that discuss teacher training for inclusive education, which resulted in the

<sup>4</sup> The PPC, Pedagogical Project of the Course, is the instrument for the conception of teaching and learning of a course and presents characteristics of a project, in which the following components must be defined: 1. Course Design. 2. Course Structure: Curriculum, faculty, administrative staff and infrastructure. 3. Procedures for evaluating the teaching and learning processes and the course. 4. Normative support instruments (composition of the collegiate, internship procedures, TCC, etc.).

need to expand the discussion on the subject, in addition to highlighting the importance of teacher training courses, to expand the discussions so that, Both teachers and students participate effectively in the school.

Thus, the academic relevance of this research is confirmed, primarily by fostering reflections on the reduction of students' distance from the theme of inclusion during academic training. It also has professional relevance, as it favors the understanding of the need for students in training to feel qualified to perform the profession from the point of view of inclusion. Finally, it has personal relevance, as it provides knowledge of experiences with affective practices, with stimulating and creative strategies and contents, capable of being adapted to different levels of learning.

## METHODOLOGICAL PROCEDURES

In order to contribute to the discussion of the theme on teacher training and inclusive teaching, with a focus on the Physical Education Degree courses, a descriptive and exploratory research was carried out, of a documentary nature, with analysis of the PPCs of 04 (four) federal universities in Pernambuco that offer the course.

The PPCs were read in full and thoroughly appreciated, as a way of systematizing the analysis, a script was built with five blocks of analysis, namely: (1) general description of the course;

(2) disciplines offered; (3) disciplines with and without direct relation to the theme; (4) professional skills; and (5) professional skills.

The data were considered, a priori, quantitatively, since the quantification of the reality of disciplines that meet the recommendations of the Ministry of Special Education from the perspective of Inclusive Education was carried out. For greater precision in the results and less distortion of interpretation, statistical techniques were used to analyze the observed data. Subsequently, the information was treated, seeking to understand its particularities (GIL, 2010).

## DOCUMENTARY STUDY

To support the analysis, an evaluation of two important documents that guide the PPCs of undergraduate courses in Physical Education was initially carried out: the National Curriculum Guidelines for the Training of Basic Education Teachers at higher level in the full undergraduate degree course (BRASIL, 2001b) and the National Curriculum Guidelines

for undergraduate courses in Physical Education (BRASIL, 2001b) 2004). These documents provide guidelines for the conduct of undergraduate and undergraduate courses in Physical Education, thus defining the principles, conditions and procedures for teacher training.

Specifically, the National Curriculum Guidelines for undergraduate courses in Physical Education highlight the knowledge and skills that the student of the course must have contemplated in his training. Such skills and competencies are conceived around structuring axes, which should be contemplated in the curricula of undergraduate courses in Physical Education, in the form of knowledge that is intended to be transmitted, skills that are intended to be developed and competencies that must be provided to the professional.

Studies related to the areas of knowledge in Physical Education, Inclusive Physical Education and Sport, published in electronic media, were also analyzed. The selection of these works was conducted by crossing the descriptors "Initial Training/ Teachers/ Physical Education/ Inclusive Education". All the studies captured are available in the database of the Coordination for the Improvement of Higher Education Personnel – CAPES<sup>2</sup>. This platform contains a digital collection of studies from various areas of knowledge, for several years, with free and private access. However, in this research, only the articles made available, in full and free of charge, between the years 2010 and 2020 were used.

Once the studies of interest were located, we set out to select those that were really related to this research, a process that was done through a critical evaluation of each one, according to the steps described below:

- *Stage 01* – Construction of a data table with the author's name, the objective of the study, the data collection instrument, the results of the teachers' perception of the theme; difficulties to include students with disabilities in Physical Education classes, degree (Physical Education Training, Specialization, Master's and Doctorate).
- *Stage 02* - Critical evaluation of studies considering three criteria: form of approach to studies according to the relevance of the theme; method assumed, evaluating whether the studies described the sample, the location of the research, the instrument of data acquisition and collection, and data analysis; criteria for inclusion/exclusion of studies after professional training, difficulties

and inclusion.

Once the studies were selected, a total of 14, and the analysis of the data of each one was carried out through descriptive statistics, through the calculation of percentages and mapping of thematic fragments, resulting from the content analysis regarding the contribution of initial training to the inclusion of students with disabilities in Physical Education classes. After the critical evaluation, it was found that, of the 14 pre-selected studies, only 08 met the requirements of the second stage (Chart 1).

CHART 1 - LIST OF STUDIES SELECTED ACCORDING TO CRITICAL EVALUATION

AUTHOR(S)	TITLE	OBJECTIVE
<b>Giroto; Poker; Omit (2012)</b>	Technologies in inclusive pedagogical practices.	This book provides us with a set of information and communication technologies that, added to the teacher's repertoire, will possibly increase their teaching potential for those students who depend on this means to have access to their learning.
<b>COSMO (2014)</b>	The formation of the Physical Education teacher in the perspective of Inclusion: A study in annals of CONBRACE/CONICE.	To investigate and analyze, in the Annals of Conbrace / Conice, the production and discussion of knowledge about teacher training in the perspective inclusion.
<b>FONSECA; SILVA (2010).</b>	Researching the theme of inclusion in the initial training of Physical Education teachers.	To investigate whether there are disciplines that address the theme of Inclusion or diversity in Physical Education Degree courses.
<b>ALVES; DUARTE (2014)</b>	The perception of students with disabilities about their inclusion in school Physical Education classes: a case study.	To investigate inclusion from the perspective of the student with disabilities within the context of school Physical Education classes.
<b>COSTA (2010)</b>	School inclusion in physical education: reflections on teacher training.	To understand how the process of Inclusion in School Physical Education of visually impaired students included in Basic Education has been taking place.
<b>CRUZ et al. (2011)</b>	Continuing education of teachers inserted in inclusive educational contexts.	Understand how teachers deal with the proposal of school inclusion of students who have special needs in the context of Physical Education; B) to analyze the process of implementation of a continuing education program with these Teachers.
<b>FIORINI; MANZINI (2014)</b>	Inclusion of students with disabilities in physical education class: identifying difficulties, actions and content.	To identify the difficulties encountered by Physical Education teachers to meet the demand for educational inclusion of students with disabilities.



<b>DUEK (2013)</b>	Professional trajectory of a Physical Education teacher in the inclusive school.	To analyze the potential of teaching cases for the characterization of the professional trajectory of a Physical Education teacher, describing possible contributions to the processes of teacher training in the inclusive perspective.
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Source: Prepared by the authors.

According to the results described in chart 1, there has been an increase in academic productions aimed at the initial training of Physical Education teachers with a focus on the inclusion of people with disabilities in recent years. This increase may be related to the concern with recognizing the impact of initial teacher training on their pedagogical practice in a context educational, given that, during graduation, contact with inclusion was not enough for them to work in the professional environment.

Most of the studies evaluated in this research were published in the Brazilian Journal of Special Education, which is justified by the fact that it is a journal with great representativeness in the area of adapted Physical Education, in addition to the fact that there are few scientific journals that permeate this area.

Cosmo (2012), Fonseca e Silva (2010), Costa (2010), Duek (2013), deal with teacher training, knowledge production and professional performance and conservative tendencies in the training and professional performance of Physical Education teachers.

Throughout the discussions they held, they mentioned having obtained some knowledge about Physical Education adapted while still an undergraduate. However, during their professional career, they felt unprepared to work in the inclusive educational context. They reported that, although they had taken a course focused on the teaching of inclusive Physical Education, their training was not sufficient for their teaching practice (CRUZ *et al.*, 2011; RAMOS *et al.*, 2015).

Fiorini; Manzini (2014), in turn, report that, if on the one hand the lack of knowledge weakens them and brings certain indignation, on the other hand it is used as a "defense shield" to avoid further commitments to situations of inclusion of people with disabilities in regular education. Thus, it is observed that the path to be taken to achieve inclusion is still arduous, as one of the main elements that favor inclusion is weakened: the initial training of teachers.

Therefore, the critical analysis of the studies used as a contribution to this research reveals that most authors discuss the initial training of Physical Education teachers from an

inclusive perspective. In addition, they emphasize that during the academic trajectory in the undergraduate course, there are few themes focused on this theme. They also admit that a small portion of disciplines are offered in the course, not covering the content in general. This distancing from inclusive content, from school for all people and, above all, the lack of knowledge about inclusive pedagogical practices, make the daily lives of these teachers at school difficult.

## INSTRUMENTS

To collect data from the teacher training curriculum of the Physical Education Degree courses of public universities in Pernambuco, with a view to professional performance in inclusive contexts, the analysis of the documentary. The Political Pedagogical Projects (PPP) and the Pedagogical Projects of the Courses (PPC) were analyzed, as well as the syllabuses of the disciplines.

According to Gil (2010, p. 45), documentary research is quite similar to bibliographic research, however, what makes them different is related to the nature of the sources. In documentary research, materials that had not had an analytical treatment are used, while in bibliographic research it is sought to be based on several authors who address a certain theme.

In this study, the documentary analysis was based on the Pedagogical Project of the Courses (PPC) of the public institutions of the state of Pernambuco and on the syllabus of the disciplines of the different Physical Education courses of these universities. In this way, it is possible to cover the way in which Pernambuco universities are collaborating for the training of students about inclusive work at school, enabling access to inclusive education.

Chart 2 below lists the year of creation and curricular formulation, total workload, profile and goals of the Physical Education graduate in the state of Pernambuco. 04 (four) degree courses in Physical Education were identified in 04 (four) different universities.

TABLE 2 - LIST OF THE YEAR OF CREATION AND CURRICULAR FORMULATION, WORKLOAD (CH) AND AVAILABILITY OF PPC.<sup>5</sup>

UNIVERSITY	COURSE CREATIO	YEAR OF	MEANS OF ACCESS TO THE	TOTAL STROKE
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<sup>5</sup> Links para o acesso dos PPCs:

<https://nti.ufpe.br/documents/39243/545912/PPC+Licenciatura+em+Educa%C3%A7%C3%A3o+F%C3%ADsica.pdf/c6450685-c92b-4f45-bed0-06dbda1b80a7>.

<http://preg.ufrpe.br/sites/www4.depaacademicos.ufrpe.br/files/PPC%20Licenciatura%20em%20Educa%C3%A7%C3%A3o%20F%C3%ADsica%20SEDE%202010.pdf>.

<http://www.upe.br/graduacao/cursos-presenciais.html?view=article&id=424:licenciatura-em-educacao-physics&catid=113:project-2>.



	N	THE PPC	PPC OF THE COURSE	CH
UFPE	2011	2014	Available electronically	2.73
UFRPE	1967	2010		3.015
UNIVASF	2010	2017		2.715
UPE	1946	2011		2.934

Source: Prepared by the authors

## ANALYSIS TECHNIQUE

Before starting the analysis and discussion of the PPCs of the investigated universities, it is important to explain that the selection of these institutions occurred through a survey carried out on the website of the Ministry of Education - MEC. The main public universities in the state of Pernambuco were searched and which of them offered the degree course in Physical Education. From the selection of the four institutions, the steps to be completed were organized. Initially, a theoretical deepening was carried out, thus aiming to understand the productions on the theme of inclusion, listing concepts on the theme.

Based on the premise of the qualitative approach, Bardin (1998) and Minayo (1998) served as theoretical support for the treatment of the data, who propose a script with stages for content analysis with didactic intentions and actions, which are: 1) pre-analysis; 2) exploitation of the material; 3) data processing and interpretation (SOUZA JÚNIOR et.al, 2010, p.34-35).

Due to the objectives of this study, the elaboration of the indicators was also used as an important procedure for data processing. It is emphasized that the object of study of the research needs to be highlighted as a central element of these indicators. Therefore, following the model produced by the authors Souza Junior et. al (2010, p.35), the following result was reached.

CHART 3 - INDICATORS FOR CONTENT ANALYSIS.

INDICATORS
<ul style="list-style-type: none"> <li>- <b>Central Element:</b> Teacher training in the face of inclusive education in the curricular base;</li> <li>- <b>Operationalization:</b> Elements that are presented in the organization of curricula in Universities. <ul style="list-style-type: none"> <li>- <b>Analytical Categories:</b> Teacher training, curriculum.</li> <li>- <b>Empirical Categories:</b> Training, Organization, Inclusion.</li> </ul> </li> <li>- <b>Points of orientation for investigation, arising from the research object:</b> General Questions.</li> </ul>

Fonte: Adaptado de Souza Junior et. al (2010, p.35).

From the categories addressed in chart 3, the Context Units and Registration Units were delimited, which served to guide the maturation of the object and problem of the study, through information acquired in the PPCs and syllabuses of the disciplines analyzed.

According to (BARDIN, 1988, p. 107), Context Unit has the function of contributing to the understanding of the meanings of the Registration Units, which, grouped, attribute a meaning to the elements in a summarized way, through keywords. Thus, it was possible to organize and systematize the information related to the objectives of this investigation, related to teacher training in Physical Education at the undergraduate level, with a view to professional performance in inclusive contexts.

CHART 4 - IDENTIFICATION OF CONTEXT AND REGISTRATION UNITS.

UNITS OF CONTEXT (U.C)	UNITS OF RECORD (U.R)
Training	- Student Demands.
	- Physical education in the Inclusive Perspective.
	- Training and Teacher Specialization for future performance.
	- Theoretical-practical relationship.
Curriculum	- Workload of the disciplines.
	- Specific disciplines aimed at inclusion during graduation.
Relevance	- Educational support and working conditions.
	- Constant and adequate analysis and updating of the PPC.
	-Planning.

Fonte: Adaptada de Souza Junior et. al (2010, p.38).

## RESULTS AND DISCUSSIONS

For this stage, the information obtained during data collection through the categories listed by the Context Units and Registration Units were reserved, an elaborate form of what was analyzed. The information was grouped according to the elements present in the documents of each institution, allowing a more detailed analysis of the categories proposed in the methodology (Training, Curriculum and Relevance).

To verify the objective of the disciplines related to inclusion in the observed courses, we initially sought to verify the syllabus, contents, names of the disciplines in the curricular matrix of the four institutions analyzed.

It was noted that all the institutions surveyed reflect a concern to work on the pedagogical aspects aimed at inclusion, which contributes to a stronger discussion on the need to develop curricular guidelines for the teaching of people with disabilities. However,

all institutions have a great shortage of disciplines focused on inclusion, as shown in chart 5.

CHART 5 - SPECIFIC DISCIPLINES FOCUSED ON THE THEME INCLUSION BY INSTITUTION

INSTITUTION	COURSE	DURATION	DISCIPLINES RELATED TO THE THEME	TERM / SEMESTE R	CH
UFPE	Degree in Physical Education	04 years	Brazilian Sign Language – LIBRAS	5th	60h
			Adapted Physical Education	6th	45h
UFRPE	Degree in Physical Education	04 years	Adapted Physical Education	2nd	30h
			Inclusive Physical Education	5th	45h
			Brazilian Sign Language – LIBRAS	6th	60h
UNIVASF	Degree in Physical Education	04 years	Brazilian Sign Language	2nd	60h
			Topics in Inclusive Education	4th	60h
			Adapted Physical Education	5th	60h
UPE	Degree in Physical Education	04 years	Adapted Physical Education at School	Third	72h

Source: UNIVASF (2017), UFPE (2014), UFRPE (2010), UPE (2018).

As observed in chart 5, all the universities investigated offer the Brazilian Sign Language Discipline - LIBRAS, which is fundamental in the academic environment, especially for training in undergraduate courses. It is essential that teachers in training have approximation and contact with this theme, as they will be the main mediators and suppliers of the minimum conditions for the interaction and understanding of students in the best possible way, thus ensuring school performance and making the teaching process inclusive and learning more efficient.

The disciplines of Libras, present in all the educational institutions investigated, present the historical or introductory process of the Brazilian Sign Language, relating it to points of legislation and language structure that deal with the context of communication. However, only one of the universities is more specifically concerned with the teaching and learning method and process for future teaching activities.

Another prominent subject in chart 5 is Adapted Physical Education, recurrent in all Physical Education degree courses. Chart 6 shows the names of the disciplines related to inclusion and their syllabus.

CHART 6 - SYLLABUS OF THE DISCIPLINES SPECIFICALLY FOCUSED ON THE THEME OF INCLUSION

INSTITUTION	SPECIFIC DISCIPLINES	MENUS
UFPE	Brazilian Sign Language – LIBRAS	Introduction to the Brazilian Sign Language (LIBRAS) and the differentiated modality for communication (gestural-visual). Presentation and development of the Brazilian sign language – Libras, as a legitimate language of the deaf community and signs as a natural alternative for linguistic expression. The Portuguese language as a second language for the development of reading and writing by the learner deaf.
	Adapted Physical Education	Physical Education and adapted sport in the context of school. The deficiencies and their characteristics for the elaboration and application of Physical Education Programs.
UFRPE	Brazilian Sign Language – LIBRAS	Studies related to the proposal of inclusive education under the focus of the deaf student in his historical process, going through the educational philosophies for this audience and teaching methodologies. Current legislation and accessibility processes. The importance of Libras in the schooling of deaf students, its linguistic and morphosyntactic aspects. The role of the professional interpreter in an inclusive classroom and school evaluation.
	Inclusive Physical Education	History of special education, legislation and public and non-public policies in special education: the integration of people with disabilities in society, at school and at work. Analysis of the theoretical and methodological aspects of the theme of inclusive education, processes of implementation of the proposal of school inclusion, its in the daily life of the classroom, to teaching, students and the culturalist perspective in the context of the theme in question.
	Adapted Physical Education	Theoretical-practical discipline that aims to study the various categories of disability and their specificities in view of pedagogical actions in Physical Education. The person with disabilities included in the different contexts and a planning in Education Physical that provides the inclusion of people with disabilities in pedagogical praxis.
UNIVASF	Brazilian Sign Language	Policies of social and educational inclusion and exclusion. Educational philosophies in the education of the deaf. Historical, cultural, linguistic, educational and social aspects of deafness. Vocabulary in Brazilian Sign Language. The mediation of knowledge through the sign language interpreter. The role of the sign language interpreter in the classroom. The definition of what the pedagogical interpreter represents in the education of the deaf. The teaching process-learning of the person with deafness.
	Topics in Inclusive Education	Concepts and philosophical assumptions of Inclusive Education. Historical and social considerations of the practice of inclusion. Human rights. Inclusive Physical Education. Adapted Physical Education. Teaching and learning for people with sensory,

UPE		motor and/or cognitive disabilities.
	Adapted Physical Education	Historical and current studies regarding methods of characterization, identification and intervention in the context of people with disabilities in different stages of motor development. Identification and application of material, human and pedagogical resources aimed at ergonomics and inclusive processes for people with disabilities. Approach to teaching and learning processes aimed at the school, therapeutic, recreational and sports environment for people with disabilities.
	Brazilian Sign Language – LIBRAS	Policies of social and educational inclusion and exclusion. Educational philosophies in the education of the deaf. Historical, cultural, linguistic, educational and social aspects of deafness. Vocabulary in Brazilian Sign Language. The mediation of knowledge through the sign language interpreter. The role of the sign language interpreter in the classroom. The definition of what the pedagogical interpreter represents in the education of the deaf. The teaching process learning of the person with deafness.

Source: UNIVASF (2017), UFPE (2014), UFRPE (2010), UPE (2018).

The disciplines have similarities and differences, but aim at the same goal: the inclusion of people with disabilities in social, historical and legal contexts. They enable teachers to know about inclusive practices, enabling the first contact with the theme. It is relevant that this knowledge is offered before practice, in the first mandatory stage, so that students, as teachers in training, can have a direction, referring to the organization and action of school practices, in the school environment. It is worth mentioning that the general organization of the disciplines pointed out in the course curriculum directly implies the inclusion of these people in the school.

## EDUCATION AND CURRICULUM

From the data collected and addressed above, including the comparison of disciplines and institutions, a detailed analysis of the descriptors and their base units, listed in chart 3, stands out at this moment. Teacher training, in turn, is an aspect that deserves emphasis when addressing inclusion, especially for Physical Education, marked in its historical context by exclusionary practices.

It is important that the future teacher knows the means to favor inclusion practices in his teaching performance, and it is essential, in the training stage, to understand these

aspects. In the view of Figueiredo (2010), Inclusive Education coexists with numerous difficulties, among them, the position of certain educators who are unaware of the guiding principles of inclusion, declaring incapacity and/or unpreparedness to work with students who have some type of disability. According to the author, it is currently a consensus in the discourse of some teachers:

[...] the recognition of the differences among the students, however, the difficulty is to treat these differences pedagogically, seeking meaning in what is capable of contributing to people recognizing themselves as support in the characteristics that provide distinction and that make them unique subjects. (FIGUEIREDO, 2010, p. 13)

Inclusive education is a mandatory agenda in the educational context, especially when it is intended to have a school team that adapts its actions to the unique needs of the different students and today's society. Taking this into account, it is expected to update, adapt and reflect on teacher training, since they will be the main mediators of knowledge and responsible for the interaction between other students.

The moment of initial training is, therefore, the opportunity for these future teachers to expand their knowledge, to learn how to mediate access to content, to value differences and individualities. It is time to solve their doubts, and understand that their pedagogical action will be part of significant constructions and transformations.

Quality and adequate initial training prepares these professionals for the complexity and challenges that arise in the construction of an inclusive education to meet existing demands. Therefore, in order to create the opportunity for equal learning in the classroom, it is necessary to evaluate teacher training, that is, the curricular organization of teaching degree courses in such a way that they enable the training of these professionals for special education from the perspective of inclusion.

Frank *et al* (2013) de Frank *apud* TARDIF, (2002) mention that the art of "teaching" is not a bureaucratic activity for which one simply acquires technical-mechanical knowledge and skills. Above all, there is a need for the teacher to update himself permanently. Therefore, one should reflect on the fact that, given the vastness of knowledge, graduation is the initial step for training these professionals.

The results of the analysis of the PPCs and the disciplines and their syllabus confirm, therefore, the importance of the training process for the teacher to feel confident when working with the student with disabilities in their Physical Education classes. In addition, they corroborate the study by Reina *et al.* (2016), whose results highlighted



significantly higher values on the perception of self-efficacy in teachers who participated in training programs with the theme of activity and Adapted and/or Inclusive Physical Education, as well as in teachers who obtained professional experience and previous contact with students with disabilities. The analysis becomes, therefore, support for the actions necessary for a powerful inclusive education, so that these people are contemplated with all the possibilities that can guarantee them a full development in relation to the teaching-learning process.

According to Fernandes *et al.* (2019), the initial training of Physical Education teachers should offer opportunities for them to experience previous experiences that are essential for the construction, strengthening and self-confidence in professional skills for the inclusive process in the school Physical Education class.

In the analysis carried out, it was observed that the workload allocated to disciplines focused on special education for the inclusive perspective, in some universities, is lower if compared with the others. In an attempt to contemplate the student with a greater possibility of knowledge and understanding of the particularities that involve the teacher's work with the person with disabilities, a quantitative workload could be proposed in which university students have the maximum time to examine the contents.

Thus, it is evident that the workload foreseen in the curricular disciplines focused on the theme studied is insufficient to deal with specific knowledge, due to the demand for content that it entails. Often, due to the workload, these disciplines do not allow the university professor and the students of the course to debate about the difficulties and dynamics that occur in inclusive classes.

## RELEVANCE OF PPCS AND PLANNING

In general, the PPC of the Physical Education course aims to train critical, ethical professionals, capable of knowing the skills, competencies and intervening in the environment in which they are inserted, in order to contribute to society. Therefore, it is important that constant analyses of the universities' PPCs are carried out to verify the need for new measures, updating of workload, disciplines, syllabus, and content.

It is up to the teacher training course to review and organize the curricula, in order to offer a better performance and, consequently, train the student in training. The curricular contents of the higher education courses of Physical Education must be elaborated in such

a way that there is flexibility and improvement, since the curriculum is a primordial tool for the didactic organization in the individual's teaching and learning process.

From the perspective that the organization of content is something very relevant in future professional performance, pedagogical planning and the application of strategies with more security and propriety are extremely necessary in the preparation of student training and other activities. In this sense, curriculum planning should be thought of in the context of daily school practice.

The present study aimed to contribute to the discussions about the initial training of school Physical Education teachers, directing looks to the inclusive perspective in the organization of university curricula. The study allowed us to verify how the perspective of inclusion is inserted in the curriculum of the Physical Education degree course of the selected public institutions in Pernambuco.

Discussing the role of the curriculum in teacher training is important so that this training is well structured and well articulated, according to the demands of society. The document should propose the relationship between theoretical and practical, seeking for society the valorization of an egalitarian education.

In this sense, it is important to think about the curriculum in the context of the school inclusion of people with disabilities, so that this perspective can influence the lives of students.

The documents brought here for the research consist of a set of definitions about norms, principles and procedures that have the purpose of guiding institutions about their organizations and development of their pedagogical proposals. From this perspective, a well-founded curriculum is expected for the inclusive educational context, given that the teacher training process directly influences the teaching-learning process.

According to the data obtained in the study, we observed a scarce picture regarding the presence of disciplines on school inclusion in undergraduate courses, more precisely in the Physical Education degree courses of public universities in Pernambuco. This shows that training on special education from the perspective of inclusion in the initial training of teachers of these courses is still scarce, because the teacher, when faced with a situation of inclusion, feels insecure. Although there are laws that support the search for specific training for these professionals, they still do not feel prepared to meet all the needs of their students, which ends up reinforcing exclusion.

In view of these findings, it is expected that there will be reflections on the curricula designed by the institutions so that teachers leave the initial training with more comprehensive knowledge on the subject and in sufficient conditions to carry out their work in the best possible way.

It is also important that elective subjects are offered, as a way of granting more comprehensive knowledge, going beyond the subjects proposed in the courses studied here. The objective should be to meet the needs of students and complement and deepen knowledge in the area.

Continuous training actions in the inclusive perspective are an important way to prepare teachers to meet the diverse school demand in an inclusive context. They should support the development of high levels of perceived competence and the quality of experience. In this way, the teacher will feel more confident and empowered to develop equitable actions, making the inclusive process more effective.

In fact, it is necessary that continuing education contemplates themes contextualized with the school reality and that encompass teaching strategies for a more inclusive Physical Education. It is believed that this study contributed in this direction, by alerting to the importance of constant updating the teacher training curriculum and pointing out new horizons for the construction of more humanized paths in education.

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