



**ORIGINAL RESEARCH PAPER**

**Education**

**CONCEPTUAL ANALYSIS OF INCLUSIVE EDUCATION IN THE CITY OF MANAUS**

**KEY WORDS:** including education, teachers, school, training.

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**ABSTRACT**

This article aims to make a conceptual analysis on inclusive education and how this can influence the training of public school teachers. In day-to-day observation it is noticed that it is increasingly necessary for schools to be prepared to receive children with special educational needs, due to the new laws implanted where they expose the importance of the accessibility of such learners. v.

**INTRODUCTION**

The inclusion of children with special educational needs is a topic that is much discussed in our society, as well as in the pedagogical environment, since as elementary school educators they may be receiving children with such specialties. (DAINEZ, SMOLKA, 2009).

It is necessary to know that inclusive education refers to the student in the common classroom, understanding or participating in everything that the educational system offers, and that pedagogical strategies need to be directed towards the guidelines of official legislation. (GARCIA, 2013).

According to Laplane (2006), with this, this article intends to seek answers about the said inclusion, verifying if the school has conditions for such inclusion and if the human resources are specialized to perform the care of such children.

**METHODOLOGY**

The work fits the phenomenological method, investigating the phenomena that are being experienced by the subjects involved in the process.

The material used will be returned to bibliographical readings where we can find something referring to accessibility and to base our work in the field.

For this reason, we want to develop a qualitative research, through which we seek to understand how the school is carrying out the inclusion process.

**RESULTS AND DISCUSSIONS**

The existence of people with special educational needs is nothing new, historical records show that these people always existed. The novelty is in the recognition that these people are human beings and have the right not only to receive a quality education that recognizes and stimulates their potential, but to be considered integral parts of society.

In Brazil, many laws guarantee the rights of people with special needs, according to Bernardes (2009), among which we can mention: Law No. 7.853/1989, which provides support for people with disabilities, defines crimes against prejudice

and gives other measures, Law 10.098/2000, which establishes general norms and basic criteria for the promotion of accessibility.

It is observed that at this moment the implicit basic principle is that the education of the exceptional should occur with the use of the same educational services organized for the general population. However, many factors still interfere in the inclusion process, preventing its implementation in a satisfactory way and what it demonstrates in Laws is that despite ensuring the right, in practice it has not been obeyed by education through Public Policies.

From this point of view, it can be seen that the movement that recognizes the right of all to education has been demanding the adjustment of school systems in order to revise paradigms and improve the teaching offered, as a consequence of inclusive education that has been rethought in its ideas of support, having the need for changes in their ways of acting.

Following the reasoning, it is perceived that the inclusive school is one that seeks to meet the needs as far as possible, adjusting for the receipt of the student with a disability, which implies in a continuous process of improvements of the school, in order to use all available resources, especially human resources, to promote the participation and learning of all students within a local community, the inclusion process covers the right of the person with special needs to equal access to the common space of life in society, in this way the inclusive education system is the one that allows the coexistence of all in the daily life, in the diversity that constitutes the human groupings.

educational accessibility allows people with disabilities to participate in the educational system, not only as the use of products, services and information, but the extension of these by all the parcels present in a given population.

The student with special needs is not seen as the sole responsibility of the teacher, but of all participants in the educational process. The direction and the pedagogical coordination must organize moments so that the teachers can express their doubts and anxieties.

**CONCLUSIONS**

It is essential that a relationship of trust and cooperation be established between the school and the family, as this bond will favor the development of the child.

The school and the family should promote to students the possibility of reorganization of knowledge, as the different learning styles and rhythms are respected.

Inclusive education, as a practice under construction, is in the implementation phase. There are many challenges to be faced, but the initiatives and alternatives carried out by educators are fundamental.

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