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RESEARCH ARTICLE

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THE IMPORTANCE OF TEACHING TRAINING FOR THE DEAF IN A BILINGUAL PERSPECTIVE

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ABSTRACT

The article discusses the importance of training hearing teachers who work in the education of the deaf, in regular education based on a bilingual perspective, that is, the teaching of Libras as L1 and Portuguese as L2 to Deaf people in the early years of the elementary School. The question that guided the work was "What is the importance of training in sign language for hearing teachers in the teaching and learning of deaf students?" Its methodology was a bibliographic survey, of an exploratory nature. It is concluded that the training of teachers for deaf students can contribute to the social development, exercise of citizenship and implementation of education as right in all, but also need to be articulated with the reality location.

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INTRODUCTION

The Decree n.º 5.626/2005, which regulated the Libras law, the deaf started to have the right to knowledge through this language; Portuguese is used in written form, as a second language, and the education of these individuals became bilingual. Teachers, in their training, receive preparation, which is often given briefly, on the most appropriate way to teach deaf students in a regular classroom. However, although insufficient, it is necessary, since most of these professionals do not have any training in Libras. There is no specification about how the bilingual teacher should be, however, in relation to the deaf student, it is specified that they use Libras as their first language. The operational goals (item 7) of the MEC/SECADI Report, which are composed of 21 suggestions to guide the implementation of bilingual education, intend to implement bilingual education. They suggest the training of teachers with bilingual training and practices for the education of the deaf, translators/interpreters of Libras for a better and more adequate work for the deaf. The teacher's knowledge of Libras does not necessarily mean that he will teach classes using both languages in the educational space, Portuguese and Libras, but that this fluency in the

language would enable the pedagogical relationship with his deaf student and, in a way, would be of value. in your training. At the beginning of the school life of a deaf student, his mother tongue should be prioritized, that is, Sign Language, such as L1 and Portuguese in the written modality, such as L2. In view of this, pedagogy courses and degrees have been transformed, trying to prepare, in the best possible way, future teachers. It is in this initial training that the concepts of inclusion, education, school, teaching, learning, student and teacher, among others, effectively define the implementation of the school model, more or less inclusive, depending on the ways in which these concepts are effectively understood. (GIROTO; CYCILINO; POKER, 2018).

Theoretical Framework: The Libras Teacher is anyone with pedagogical training both at high school and in course in the Normal modality and at a higher level, trained in Pedagogy, provided that bilingual training has been made possible; and in the Letters course: Libras or Letters: Libras/Língua Portuguesa (FARIA, 2011). One of the concerns regarding teachers who work with deaf students is their training, not only in the learning of Libras - theory and practice relevant to the discipline in undergraduate degrees -, but in the acquisition of Libras as a language. Teachers during their graduations need to acquire specific knowledge of this linguistic minority such as

culture, identity and differences, as this knowledge will not only be useful in pedagogical practice with the deaf student, but will also be useful for everyone involved in this pedagogical process of a school. regular, showing possible and important changes in the didactic-pedagogical posture of those who will work with deaf students. Taking into account that Law n.º 10.436/2002 instituted the bilingual format of deaf students through Libras and Portuguese in the written modality, these questions appear related to how the teacher is qualified to use the languages involved in the act. assessment, which is a natural school process (SANTOS, S., 2015). Regarding teacher training in a bilingual Pedagogy course, Giroto, Pinho and Martins (2016) emphasize that it is necessary to be cautious about the mistakes that can occur when valuing Libras too much at the expense of valuing the contents relevant to a Pedagogy course.

Thus, it is not enough to guarantee the use of Libras as a language of instruction, but also the theoretical-methodological training necessary for the exercise of the role of early childhood education teacher and literacy teacher who works in the early years of elementary school I. Cicilino (2017), in a study carried out on a bilingual Pedagogy course, considered a national reference, observed an interesting aspect: the ways in which such a course was named. In the documents analyzed about the course, he identified the expressions “Course of Pedagogy”, “Course of Bilingual Pedagogy” and “Course of Bilingual Pedagogy”. He called attention to the implications in the meanings attributed to the expression bilingual, because “[...] the lack of the term 'bilingual' may justify, for example, the unpreparedness of both teachers and the institution to work in the bilingual perspective of fact” (CICILINO, 2017, p. 47). In these new guidelines, the Pedagogy course is intended for initial training for the practice of teaching in “Child Education and in the early years of Elementary School, in High School courses in the Normal Modality and in Professional Education courses in the area of services and support school in which pedagogical knowledge is foreseen” (OLIVEIRA, 2013, p. 202), according to article 2 and reiterated in article 4 of MEC/CNE Resolution No. 1, of 2006. Resolution No. 2, of December 20, 2019 (BNC-Training), defines the national curriculum guidelines for the initial training of teachers for basic education, establishing the common national basis for the initial training of teachers in basic education. Among the definitions of this Resolution are the essential learning, provided for in the BNCC-Basic Education, to be guaranteed to students to reach their full development, under the terms of article 205 of the Federal Constitution and reiterated by article 2 of the LDB, in which they require the establishment of the relevant professional competences of teachers.

Article 2 of the aforementioned Resolution emphasizes that teacher training presupposes the development, by the licentiate, of the general skills provided for in the BNCC-Basic Education, as well as the essential learning to be guaranteed to students in terms of intellectual, physical, cultural, social and emotional aspects of their training, with the perspective of the full development of people, aiming at Integral Education (BRASIL, 2019). According to article 5, the inclusion, in teacher training, of the knowledge produced by the sciences for Education contributes to the understanding of the teaching-learning processes, and it is necessary to adopt strategies and pedagogical resources, based on them, that favor the knowledge development and eliminate barriers to access to knowledge (BRASIL, 2019). In order to assist deaf students, the teacher must be specially prepared, as highlighted in the Unesco Declaration of Salamanca (1994), when it mentions that the teacher has an essential role in the education of students and that he/she needs to have appropriate training, as this form will have autonomy to make the necessary adaptations that the curriculum requires, according to the special needs of each student (DECLARAÇÃO DE SALAMANCA, 1994). Since sign language is a natural language, acquired spontaneously by the deaf in contact with other deaf people who also use the same language, and, since oral language is systematically acquired, the deaf have the right to be taught in sign language.

Therefore, the bilingual proposal intends to guarantee this right. Fernandes E. (2010, p. 33) understands that “The bilingual teacher

needs to adapt the school curriculum in a visuospatial perspective, guaranteeing access to school contents by all and using sign language, as it is the communication tool for the deaf student.” Thus, it is observed that the bilingual school needs to have curricular arrangements that welcome this effective bilingualism, through a conscious and responsible work with the present linguistic intersection. This implies that the teacher must be prepared to use complex discursive practices for different purposes and understand the social practice of this type of education based on interaction and involvement, collaboration and teamwork. Macedo (2010), in a study carried out, observed that the training of bilingual teachers is reduced to the presentation of Libras to trainees and a discussion that turns to “[...] its importance for the development and acquisition of language by deaf students included in regular education rooms” (MACEDO, 2010, p. 110). Little content is worked on the pedagogical aspect. And although we are witnessing the creation of programs and policies that tend to guarantee the right to inequality in Brazilian education systems, what is observed today, in practice, is only the guarantee of students' access to the system, but not their permanence, in the to the extent that the teacher continues to be trained to act from a different perspective of education and conception of students (DECKER, 2006). Therefore, it is observed that the teacher must be qualified to know that sign language is a visuospatial language, produced by the hands and seen with the eyes, being able to articulate the signs with one or both hands (QUADROS, 2006b).

It is not enough today to have linguistic competence just to teach a foreign language or a second language. The teacher must be prepared to, in addition to teaching “the” language and “in” the language, be a researcher of his/her pedagogical practice. Ideally, this teacher should be able to also investigate the social and psychological issues that involve their practice (MOURA; CAMPOS; VERGAMINI, 2011). Fernandes E. (2010) considers that the bilingual teacher must adapt the school curriculum in a visuospatial perspective, guaranteeing access to school contents by all, in addition to using sign language, as it is the deaf student's communication tool. It must be considered that the proposal for teacher training in a Bilingual Pedagogy course, which is different from the Licentiate Pedagogy course, is aimed at teaching deaf students. The graduate of this course must become able to perform the functions of a bilingual pedagogue and, at the same time, must ensure, in addition to mastering Libras, the appropriation of other knowledge inherent to teacher training. After all, such a professional will be able to exercise his role as a teacher of deaf students and, also, listeners, both in early childhood education and elementary school I, and can still exercise management. In this context, in addition to Libras, it would be necessary to know the different theoretical-methodological approaches, strategies and pedagogical resources, as well as pedagogically evaluating students.

But would it be possible to materialize, in fact, a course that works with all the pedagogical contents planned for the future educator to teach all the diversity of students and, also, consider the linguistic specificity of the deaf? Or should it constitute a more specific proposal incorporating knowledge that encompasses the deaf culture, understanding that it is a course that serves deaf students, which would include, both in terms of content and structure, considering the issue of deafness and the performance only deaf teachers? In summary: is a pedagogy course capable of training the teacher (in a generic way) and, at the same time, the bilingual teacher? The authors Giroto, Cicilino and Poker (2018) question. This is where an aspect that needs to be questioned is concentrated: when the inclusive educational proposal guarantees an education based on a bilingual perspective to the deaf, does it only refer to the fact that the class teacher is fluent in Libras? In the same direction, is the training of the teacher who will work with the deaf student, that is, the courses that qualify future teachers of the deaf, by using and/or teaching Libras to their undergraduates, are they guaranteeing them a training in a bilingual perspective?. The situation is quite complex. Perhaps an ideal condition would be a bilingual Pedagogy course offered by deaf teachers, however, this is still not a possible reality, due, among other factors, to the lack of qualified deaf professionals in the job market.

METHODOLOGY

This work is a literature review, highlighting the importance of teacher training in sign language.

DISCUSSION

The teacher with knowledge of sign language has a fundamental role in the early school years, as the insertion of children deaf at regular school has been taking shape in the scenery education and challenging schools and their teachers to get adapt to the new reality, because being and learning at school is everyone's right the school he must think in insert the culture deaf in your environment without that, the students deaf will hardly have access to full education and can drop out of school. It is known that teaching Portuguese as a L2 is a challenge at schooling of students deaf people, which can be minimized if the teacher has knowledge of Sign Language.

CONCLUSION

The role of the school is not only to add Libras as a second language in the activities, it is a matter of developing pedagogical and linguistic practices that are also different in the cultural and social context. Sign language at school goes beyond the importance for the deaf, its use by teachers promotes communication, inclusion and reception. Projects aimed at training teachers need to be constant, in a dynamic and active system, so that they qualify and provide significant learning opportunities for included students, based on bilingual education. Meeting the profile of students in a society undergoing intense transformation requires that educational institutions recognize the distance between what is traditionally proposed as a pedagogical concept and its real capacity to guide a pedagogical practice compatible with the historical moment and attentive to the uncertainties regarding the future. In this sense, it is argued in this study that, for the teacher's work to be of quality, it is necessary that he has special preparation, learning sign language and carrying out activities that provoke interest in students, with visual stimulation.

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