

TEACHER EDUCATION IN THE INCLUSIVE EDUCATION PERSPECTIVE: ANALYSIS OF THESIS AND DISSERTATIONS OF GRADUATE PROGRAMS IN EDUCATION IN BRAZIL

Abstract

Teacher education is essential for the realization of an inclusive education. Thus, this study aims to analyze the national scientific production related to teacher education for Inclusive Education to meet his advances and limitations, contributing to the discussions and the production of new knowledge. For this, we conducted a survey of theses and dissertations on the subject, defended from 2004 to 2014, directly in each of the 126 academic master and doctoral programs in the country's Education. We find that that both initial training as continued have aroused the interest of researchers. There is a tendency to generalize when it comes to the public of Special Education. Also, the training of specialist teachers has been little investigated, possibly due to the "identity crisis" (KASSAR, 2014) that has developed from the dichotomy generality x specialty. Thus, we suggest further research on the training teachers required for Inclusive Education, including regular classroom ones, like those from multifunctional resource rooms as well. Additional research could help at the overcoming of the ideological conflicts for achieving an education that is for everyone but respecting the individuality of each one.

Keywords: *Teacher Education. Inclusive Education. Special Education.*