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The use of technologies in the process of educational inclusion: challenges and possibilities

The use of technology in the educational inclusion process: challenges and possibilities

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SUMMARY

Technologies are tools that are increasingly gaining ground in the educational environment today, and can be used as learning support in the most diverse disciplines and content. The use of technologies in the process of including students with disabilities is a possibility that is also present and this article, which uses a systematic literature review as its methodology, discusses this, highlighting how these technologies can assist in the inclusion process, discussing the main challenges and possibilities that are found for the development of this inclusion with technologies at the center of the process. The general objective of the work is to discuss the use of technologies in the process of educational inclusion. With objectives

specific, we seek to: present the concept of technologies, discuss educational inclusion, explain the main challenges encountered in the use of technologies in the inclusion process and present the main possibilities for the development of learning for students with disabilities when using technologies in the process.

Keywords: Inclusion. Technologies. Education. Possibilities. Challenges.

ABSTRACT

Technologies are increasingly becoming tools that occupy significant space within the educational environment, serving as learning support across a wide range of subjects and content areas. The use of technologies in the inclusion process of students with disabilities is also a present and viable possibility, and this article, which adopts a systematic literature review methodology, addresses this topic. It highlights how these technologies can support the inclusion process, focusing on the main challenges and possibilities encountered when technologies are placed at the center of inclusive educational development. The general objective of this study is to discuss the use of technologies in the educational inclusion process. The specific objectives are: to present the concept of technologies, to discuss educational inclusion, to explain the main challenges encountered in the use of technologies in the inclusion process, and to present the main possibilities for developing the learning of students with disabilities when technologies are used in the process.

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ABSTRACT

These technologies are today tools that increasingly gain more space within the educational environment, being able to be used as support for learning in the most diverse disciplines and contents. The use of technologies in the process of inclusion of students with disabilities is a possibility that is also present, and it is this topic that this article deals with, whose methodology is the systematic review of literature. It is discussed how these technologies can help in the inclusion process, talking about the main challenges

wires and possibilities that are found for the development of this inclusion, placing technologies at the center of the process. The general objective of the work is to discuss the use of technologies in the educational inclusion process. Regarding specific objectives, the aim is to: present the concept of technologies, discuss educational inclusion, explain the main challenges encountered in the use of technologies in the inclusion process and present the main possibilities for developing the learning of students with disabilities when using them technologies in the process.

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1. INTRODUCTION

Inclusion is a right acquired through much struggle by social movements that managed to end the existing segregation among students, which placed students who had some disability excluded from the educational environment, where the few vacancies that they had, were destined for philanthropic institutions that worked only with students disabled.

Thus, inclusion did not occur, as these students were segregated and studied in different places. separated just for them, while the other students who did not have disabilities, ended up not learning to live with the differences of their disabled colleagues, making so that neither the student with a disability was included nor the society that was being formed in the educational environment learned to carry out inclusion.

Only through many struggles was it possible to update the LDB, which became place the registration of the child with a disability, preferably in the regular network of teaching, so that both this child was included, and could also be presented from an early age to other students the differences that make up society.

Nowadays, children with disabilities have more and more space, being raised public policies that seek to provide opportunities for the effective inclusion of this public in the context of regular education in all its stages and modalities. However, this process faces great challenges, as there is still a long way to go towards the development of a truly effective inclusion.

Several possibilities can be used for this process to be implemented effectively in the educational context. Among them, this article discusses on the uses of technologies in the inclusion process. Presenting its main challenges and potential within the context of national education.

The methodology chosen to carry out this work is the systematic review of literature, where several authors and academic productions were consulted in an extensive manner, who work on this topic and can present a general overview of this context, so that we can discuss this very important topic.

Work finds its justification in the need to seek means and possibilities that can help teachers develop an inclusion process that is as assertive as possible, as this child has the right to be included in educational processes, but these need to be adapted to their possibilities and difficulties, the methodologies and available resources, and in the context of an increasingly connected society, technologies present themselves as a valuable contributor to this process, requiring that teachers understand in a broader way what their main challenges are in this context and how they can transform these situations into possibilities for growth and implementation.

The general objective of the work is to discuss the use of technologies in the process of educational inclusion. With specific objectives, we seek to: present the concept of technologies, discuss educational inclusion, explain the main challenges found in the use of technologies in the inclusion process and present the main possibilities for the development of learning for students with disabilities when technologies are used in the process.

2. THEORETICAL FRAMEWORK

Throughout this theoretical framework, the variants present in the context of use of technologies as a possibility for the inclusion of students with disabilities. To this end, we used several authors with relevant productions, where each of them subtopics of this reference, responds to one of the specific objectives of the work.

2.1 Technologies in the educational field: concepts, uses and implications

The discussion about the role of technologies in education has intensified in recent decades, driven by the rapid advancement of information technologies and communication (ICTs) and the increasing digitalization of social life. The concept of technology,

in this context, it goes beyond physical instruments such as computers and tablets, it encompasses also the modes of use, digitally mediated pedagogical practices and new teaching-learning processes that arise from these innovations.

In education, technologies assume the role of mediators between knowledge and subject, facilitating access to information, expanding communication capacity and promoting interactions previously impossible in the traditional classroom context. Thus, the The use of technologies cannot be understood only as a modernization of resources didactic, but as a process that structurally changes the way in which we teach and learn.

Technological transformations directly impact teaching methodologies. the classroom is no longer the only learning space, and the teacher becomes a mediator and information curator. Digital platforms, virtual learning environments, educational applications and social networks expand the possibilities for formal learning and informal. In this scenario, it is essential to rethink the curriculum, pedagogical practices and teacher training.

One of the fundamental concepts when approaching the use of technologies in education is of mediation. According to Vygotsky (1998), human development occurs through mediation of instruments and signs, with language being one of the main tools of mediation. Digital technologies, in this sense, can be understood as tools symbolic that enhance learning, as long as they are intentionally inserted into the educational process.

However, the simple insertion of technological devices in schools does not automatically guarantee an improvement in the quality of teaching. It is necessary to reflect on how these tools are used, considering the pedagogical objectives, the context socioeconomic development of students and teacher training. Technology should be understood as a means and not as an end.

In contemporary society, digital technologies are deeply rooted in everyday life. They permeate social relations, the job market, leisure and, inevitably, education. As Kenski (2012, p. 82-83) highlights, the use of technologies today:

> goes beyond the limits of formal education, modifying behaviors, routines and habits of daily life. People communicate, inform, buy, sell, teach and learn through digital devices. We live in a time of

> hyperconnection, in which subjects, even when they are not physically together, can interact, debate, produce collective knowledge and share experiences in real time. In this scenario, the pedagogical use of technologies needs to be constantly reviewed, so that it keeps up with the dynamism of today's world and contributes to the critical education of students.

This perspective brings to the fore the debate on teacher training for the use critical, creative and reflective of digital technologies. Many teachers still feel unprepared to use digital tools in a meaningful way. Initial training and continuing education must offer theoretical and practical support that allows the teacher to develop digital skills aligned with contemporary demands.

Furthermore, it is necessary to consider inequalities in access to technologies. In Brazil, a significant portion of the population still faces difficulties in connecting to the internet quality, which compromises the principle of equity in the educational process. The pandemic of COVID-19 has exposed this reality, demonstrating that many students have not been able to monitor school activities remotely due to a lack of basic technological resources.

In this context, the discussion on educational technologies must also involve public policies that ensure universal access to ICTs and promote digital inclusion. The public schools, in particular, must be equipped with adequate infrastructure, access to internet and training of its professionals so that technologies can actually contribute with learning.

Another important aspect concerns the digital culture and media competence of students. Using technology is not just about knowing how to handle equipment, but developing the ability to select, critically analyze and produce content in the digital environment. The school plays a fundamental role in this process, preparing students to act in a ethical, responsible and creative in the digital world.

The culture of connectivity also challenges traditional assessment models. technologies allow continuous monitoring of learning, with feedback immediate results, use of digital portfolios, gamification and collaborative projects. This requires educators new attitudes and openness to innovative methodologies.

For Moran (2015, p. 18), technology in education must be understood as part of a new learning ecosystem, in which educational processes become more personalized, interactive and collaborative. As the author states:

> We are learning to learn differently. Today, learning is more decentralized, flexible, continuous and networked. Digital technologies offer almost unlimited access to information, but this does not mean that we learn more and

> better. We need to transform information into knowledge, and knowledge into wisdom, and this is only possible with appropriate methodologies, meaningful mediation and clear objectives. The role of the educator in this process is more important than ever: he or she needs to be a guide, a facilitator, an encourager of autonomous and critical learning.

In the face of all these transformations, it is clear that educational technologies are not are just tools to support traditional teaching. They represent a change paradigmatic in the way education is thought of, demanding new practices, new perspectives and new commitments to the formation of critical, autonomous subjects prepared for the challenges of the 21st century.

After defining the concept of technologies present in contemporary society, another central variant of this work will be presented in the following subtopic, which is the discussion about the inclusion processes developed in the educational environment, highlighting these are the challenges seen in the context of regular education networks.

2.2 Educational inclusion and its challenges in the Brazilian school context

Educational inclusion is a principle that aims to ensure the right of all students to quality education, regardless of their physical, sensory, intellectual, social, cultural or linguistic. This perspective considers diversity as an integral part of the school environment and not as an exception to be treated in a segregated manner or compensatory. In this sense, promoting inclusion means transforming practices schools to meet the needs of all.

In Brazil, legislation has advanced significantly in recent decades in favor of inclusion. The Federal Constitution of 1988, the Law of Guidelines and Bases of Education National (LDB, 1996) and the Statute of Persons with Disabilities (Law No. 13,146/2015) reinforce the right of all students to access and remain in school, on an equal basis conditions. Inclusion is no longer just an ideal and has become a legal requirement and ethics.

However, implementing educational inclusion requires more than laws. It is necessary rethink pedagogical practices, review the curriculum, train teachers, adapt materials and spaces, in addition to promoting a change of mentality within institutions

of teaching. Inclusion implies recognizing that difference is not a problem to be resolved, but a wealth that expands learning possibilities for everyone.

An inclusive school is one that is organized to welcome all students, regardless of their characteristics. This means that not only students with disabilities must be considered, but also those who face barriers of a economic, ethnic-racial, linguistic, gender, among others. In this context, inclusion is configured as a commitment to equity and social justice.

Inclusive practice demands the creation of flexible learning environments, in where resources are varied and objectives are accessible to all. The adoption of differentiated teaching strategies, such as collaborative teaching, pair work, the use of assistive technologies and personalized teaching are essential for each student to advance from your starting point.

It is important to highlight the role of Specialized Educational Assistance (AEE), provided for by law, which must be offered preferably at the school where the student attends is enrolled. The AEE aims to identify, develop and organize pedagogical and educational resources accessibility that eliminate barriers to the full participation of students with disabilities. However, its implementation still encounters obstacles related to teacher training. and the infrastructure of schools.

Teacher training is, in fact, one of the fundamental pillars of educational inclusion. Many teachers feel unprepared to deal with diversity in the classroom. This reveals the need for initial training that includes inclusive education transversal form, in addition to ongoing training that offers support in the face of challenges everyday life. As Mantoan (2006, p. 54-55) points out:

> Inclusion in schools requires teachers to rethink their teaching practices, abandon the idea of class homogeneity and accept that teaching means responding to different ways of learning. It is not about creating parallel curricula or segregated spaces, but about building a flexible and welcoming educational environment where all students can actively participate in school activities. Inclusion, therefore, is a profound change in the way teaching, learning and the role of the school itself are conceived.

In addition to training, inclusion requires sensitivity and commitment. It is necessary that all school staff, principals, coordinators, teachers, employees, are engaged in building an inclusive culture. This culture is expressed in attitudes, values, norms and practices that respect and value diversity, promoting belonging for all students.

It is in this sense that the involvement of families and community in the inclusive process. The partnership between school and family contributes to the overcoming prejudices, strengthening emotional bonds and building a network of support for the student. The school must be open to dialogue with the community, respecting their cultural and social specificities.

In today's society, marked by historical inequalities and exclusions, the discourse of educational inclusion needs to be accompanied by concrete actions. As Aranha and Ferreira (2010, p. 74):

> We live in a society that has historically marginalized people with disabilities, denying them access to school, work, and public life. In this scenario, educational inclusion represents not only an institutional change, but a social transformation. By embracing differences and ensuring everyone's participation in the educational process, schools fulfill their role of educating people about citizenship and combating inequalities. Inclusion is not just a pedagogical issue; it is a human rights issue.

Assessment is another element that needs to be reviewed in light of inclusion. Assessing inclusive way means considering the individual progress of students, respecting their rhythms and trajectories. The assessment must be continuous, diagnostic, formative and adapted to the specific needs of students. Standardizing assessment can become a barrier to learning if the singularities of students are disregarded.

School curricula also need to be more flexible and contextualized. One inclusive curriculum is one that considers students' interests, experiences and realities, and that proposes meaningful and challenging activities for everyone. This requires the review of contents, methods and objectives, based on principles of pedagogical accessibility.

Despite the challenges, it is undeniable that educational inclusion has promoted advances significant in Brazil. Many schools already adopt inclusive practices and demonstrate that it is possible to guarantee the learning and development of all students, as long as there is political and pedagogical commitment. The success of inclusion depends on a change of paradigm: from exclusion to coexistence, from segregation to diversity, from indifference for reception.

It became clear that, for the inclusion process to actually occur, a profound reformulation of curricula, tools, methodologies and teaching possibilities, where these are adapted to the demands and specificities of students with disabilities. several possibilities that present themselves today, one stands out quite a bit,

account of its ability to expand students' learning, which is the use of technologies. We will delve deeper into this possibility below.

2.3 Main possibilities for the development of student learning with disability with the use of technologies

The inclusion of students with disabilities in regular education is an achievement significant, supported by national and international legislation. However, ensuring access is not enough, it is necessary to ensure effective learning and participation of these students. In this context, the use of digital technologies offers innovative possibilities to make teaching more accessible, interactive and personalized, contributing directly to the development of learning.

Digital Information and Communication Technologies (TDICs), combined with assistive technologies have the potential to eliminate physical, communicational barriers, cognitive and sensory, making the school environment more equitable. When used in planned and integrated into pedagogical practice, can transform the experience educational development of students with disabilities, promoting their autonomy, engagement and leading role in the learning process.

Among the main possibilities provided by technologies is the personalization of teaching. Adaptive educational software, digital platforms with resources accessibility and educational games allow content to be presented in a different ways, respecting the students' learning styles and rhythms. This is especially beneficial for students with intellectual disabilities, autism or developmental disorders learning.

Another highlight is the use of assistive technologies, which include devices simple, such as text magnifiers and communication boards, to sophisticated software screen reading, speech synthesizers and automatic sign language translators. These features promote communication and interaction between students with visual, hearing or hearing impairments multiple, allowing their active participation in school activities.

Technologies also favor differentiated pedagogical mediation, allowing teacher adapt strategies and resources according to the needs of the students. Environments virtual learning environments, such as Google Classroom or Moodle, can be set up

with accessible content and interactive activities, making it easier to monitor progress individual of students with disabilities.

Furthermore, technologies promote the development of autonomy and students' self-esteem. By using resources that allow them to access content, express ideas and carry out tasks on their own, students begin to see themselves as capable and participatory, which positively impacts their relationship with learning and school environment.

In this sense, Oliveira and Freitas (2020, p. 102-103) highlight:

> The use of technologies in inclusive education represents an opportunity to break away from exclusionary and traditional teaching models. By offering multiple forms of representation, expression and engagement, ICTs expand the possibilities of access to knowledge for students with disabilities. It is essential, however, that these technologies are used with pedagogical intentionality and in line with the principles of Universal Design for Learning (UDL), so that all students can benefit equitably.
> When applied well, these digital tools become powerful allies in building a fairer and more democratic education.

Another important possibility is collaborative work between students, promoted through digital tools that encourage interaction, joint production and sharing of ideas. Group activities mediated by technologies, such as forums, wikis and collaborative authoring applications allow students with disabilities to participate in a more active and integrated way.

Technologies also contribute to assessing in a more inclusive way and diversified. Digital platforms enable the application of adapted assessments, using of images, audios, videos and other resources, respecting the particularities of the students. This favors a broader understanding of the learning process and offers subsidies more effective for pedagogical interventions.

The use of augmented reality and virtual reality has also been standing out as tool to promote immersive experiences that enrich the teaching process. learning. For students with disabilities, these resources can represent a way to access environments and experiences that would be physically inaccessible, contributing to the understanding of abstract or complex content.

Another relevant aspect is the use of accessible educational applications, which provide content adapted to various disabilities. There are apps for Braille literacy, automatic translation of Libras, organization of visual routines for

students with ASD, among others, which help make learning more meaningful and functional.

Moran (2021, p. 95-96) reinforces this potential of technologies by stating:

> Educational technologies, when used critically, creatively and with a focus on inclusion, open up new paths for learning for students with disabilities. They break down the physical boundaries of the classroom, make time and space more flexible, and allow for a more student-centered approach. More than just tools, they are possibilities for constructing meaning, accessing the world, and expressing oneself and oneself collectively. However, educators must be prepared to mediate this process with sensitivity and technical knowledge, avoiding superficial and exclusionary use of digital resources.

For these possibilities to become a reality, it is essential to invest in training. continued training of teachers focused on the pedagogical use of technologies with a focus on inclusion. Educators need to know the resources available, understand their applications and develop practices aligned with the needs of students with disabilities.

The role of school management is also crucial. It is necessary to ensure infrastructure adequate connectivity, equipment maintenance and policies to encourage the use of technologies, promoting an inclusive and digitally integrated school culture. Furthermore, articulation with Specialized Educational Assistance (AEE) can enhance the use of technologies as a tool to support the common curriculum.

Even with all the benefits highlighted at this point in the work, we can state without a shadow of a doubt that this process of including technologies as support for the inclusion of students with disabilities, ends up facing great challenges for their implementation, situation discussed below.

2.4 The main challenges encountered in the use of technologies in the inclusion process educational

Educational inclusion, although widely defended by legislation and guidelines Brazilian educational institutions still face several obstacles when associated with the use of technologies. In times of digital transformation, Digital Technologies are expected to Information and Communication Technologies (TDICs) contribute significantly to overcoming the barriers to learning and participation of students with disabilities or needs

specific. However, the challenges are many and involve pedagogical, technical, economic and formative.

In theory, the use of assistive technologies, digital resources and educational software adapted can expand access to the curriculum, guarantee greater autonomy for students and encourage their inclusion in school activities. Practice, however, shows that the lack of equitable access, the inadequacy of available resources and the scarce teacher training make it difficult to realize this inclusive potential.

One of the first challenges to consider is access to technological infrastructure. Many Brazilian public schools still lack quality internet, equipment functional and appropriate spaces for the use of technology in an accessible way. This structural deficiency compromises the use of digital tools that could benefit, for example, students with visual or hearing impairments or with speech disorders neurodevelopment.

Another obstacle is the lack of training for teachers in the pedagogical use and inclusive of technologies. Even when resources are available, many teachers do not feel prepared to integrate them into their teaching practices, especially when deals with students who need adaptations. In this sense, initial and continuing education does not yet consistently contemplate the use of technologies to support inclusion.

In addition, there is the challenge of providing software and platforms truly inclusive. Many applications and virtual learning environments do not follow the principles of universal design, which makes them less accessible to students with disabilities. This ends up reinforcing the digital divide, creating new barriers instead of eliminate them.

Another critical aspect is the indiscriminate use of technologies, without due pedagogical intentionality. When used in a merely technical or superficial way, TDICs lose their capacity for transformation. Inclusion requires planning, sensitivity and a close look at the specific needs of each student, and this applies also to the use of technologies.

The Brazilian educational reality is marked by social and regional inequalities, which exacerbates the technological challenges of inclusion. In many regions, especially in rural or urban peripheries, access to technology is still precarious, both in the school environment

as in the family context. This directly impacts the continuity of the processes of inclusive teaching and learning, as became evident during remote teaching during the pandemic.

Regarding this inequality, as highlighted by Diniz and Barbosa (2021, p. 112):

> Although digital technologies have great potential to promote the inclusion of students with disabilities, their effectiveness depends on equal access, training of education professionals and the existence of supportive public policies. The mere presence of computers or tablets in schools does not guarantee inclusive education. These devices must be combined with pedagogical practices that recognize the specific needs of students, and digital environments must be prepared to accommodate different ways of learning. Otherwise, there is a risk of reinforcing exclusion, now mediated by digital tools.

There is still a big gap between political discourses on technological inclusion and the reality of classrooms. Many equipment distribution programs are not accompanied by training strategies and pedagogical monitoring. Thus, equipment may be underutilized or misused, while students continue to face barriers to learning meaningfully.

Another challenge concerns prejudice and cultural resistance towards technologies and inclusion itself. It is still common for students with disabilities to be seen as “special cases” and that technological resources are used only by these students, and not in a generalized way to benefit everyone. This view reinforces segregation and weakens the principles of inclusion and equity.

The lack of continuous technical support is also a recurring difficulty in schools. When equipment or software has problems, many institutions do not have professionals qualified to carry out repairs or updates, which compromises the continued use of technological resources in the pedagogical process.

The lack of systematic evaluations on the effectiveness of technologies in inclusion educational is also a problem. Few studies are carried out with the aim of understand whether the practices adopted really contribute to student learning with disabilities. This makes it difficult to create evidence-based public policies and continuous improvement of actions.

The complexity of the challenges requires an integrated and intersectoral approach. The use technologies for inclusion cannot be the sole responsibility of the school or the teacher. Public policies must guarantee funding, infrastructure,

training and technical support, in addition to promoting articulation with the areas of health, assistance social and cultural.

As Moran (2020, p. 88-89) reinforces, reflecting on technological inclusion in Brazil:

> Technologies, by themselves, are neither inclusive nor exclusive. They become inclusive when they are used critically, creatively and in a way that is committed to diversity. This requires profound changes in teacher training models, school management and curricula. We need to go beyond the functional use of tools and think about how they can reconfigure pedagogical relationships, respecting the rhythms, styles and needs of all students. Technology needs to mediate a more democratic education that is sensitive to differences.

Despite the challenges, it is possible to see progress in some successful experiences. successful. Projects that combine technological innovation with inclusive pedagogical practices demonstrate that technology can indeed be a powerful ally of inclusion when used with intentionality and sensitivity.

3 FINAL CONSIDERATIONS

When analyzing the subtopics presented, it was possible to perceive the complexity and wealth that involves the use of technologies in education, especially when it comes to inclusion of students with disabilities. The concept of technologies in the educational area was seen, highlighting its transformative potential beyond the mere digitization of content. With based on contemporary authors, it was discussed how Digital Information Technologies and Communication (TDICs) have become an essential part of pedagogical practices and the construction of a more interactive, collaborative and meaningful school for students.

The second subtopic delved deeper into the theme of educational inclusion, demonstrating that simply inserting students with disabilities into the classroom does not guarantee learning nor equity. Inclusion is a right, but also a pedagogical challenge that requires structural, curricular, attitudinal and technological changes. The presence of technologies in this process it proved to be fundamental to guarantee access, permanence and participation of students in school life. From this perspective, it is clear that technology is not an end in itself, but a means that needs to be combined with a pedagogical practice conscious and intentional.

In the third subtopic, he revealed the main possibilities for the development of learning of students with disabilities when using technologies, highlighting a

series of effective strategies that favor the personalization of teaching, accessibility, student protagonism and inclusive pedagogical mediation. The use of assistive technologies, interactive platforms, accessible applications and audiovisual resources demonstrates that when well planned, technologies expand learning opportunities, strengthen links and favor the integral development of students.

Finally, the fourth subtopic focused on the main challenges encountered in use of technologies in the inclusion process, revealing barriers such as lack of training teaching, the lack of adequate resources, the technical and structural limitations of schools, beyond cultural resistance to educational changes. Such obstacles indicate that the effective integration of technologies in inclusive education requires investment, policies consistent public policies and institutional commitment. Without this, there is a risk of reinforcing exclusions, even in contexts that are intended to be inclusive.

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