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**Studies of Defectology in Vygotsky and its contributions to Early Childhood Education from the perspective of Inclusive Education .**

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### Summary

This article aims to present the contributions of Vygotsky's theory of defectology to early childhood education from the perspective of inclusive education, highlighting some pedagogical inspirations for everyday practice and organization. This literary review brings together contributions from pedagogy, psychology, and sociology, configuring powerful, multidisciplinary reflections on child development. The article considers the importance of fostering debate around inclusion with early childhood education children, understanding children with disabilities as producers of cultures that develop holistically through their encounter with themselves, others, and the world.

**Keywords:** Studies of Defectology. Early Childhood Education. Inclusive Special Education. Teachers.

### Abstract

This article aims to present the contributions of Vygotsky's theory of defectology to early childhood education from the perspective of inclusive education, highlighting some pedagogical inspirations for everyday practice and organization. This literary review brings together contributions from pedagogy, psychology, and sociology, configuring powerful, multidisciplinary reflections on child development. The article considers the importance of fostering debate around inclusion among early childhood education children, understanding children with disabilities as producers of cultures that develop holistically through their encounters with themselves, others, and the world.

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### 1 Introduction

Geometry states that a straight line is the shortest and most accurate path between two points. One precise and logical design, without mistakes or deviations from the final object. Pereira and Souza (1998) show with truth the straight line is the most tedious path between two points and that such a formula transmuted for the construction of knowledge in contemporary times led to the loss of vigor among the researchers.

Contrary to linearity, the authors poetically endorse the deviation towards construction of a knowledge full of life's plots, loaded with uncertainties and complexities. Pereira and Souza (1998), refer to the allegory of the carpet, as a good example: in the carpet the threads intersect perfectly, allowing the eye to follow the correct path of the settings. Until a thread escapes, the precision of the flow is broken. The loose thread provokes the gaze, challenges the observer to build a new configuration. This is also how scientific writing should be.

In this context, we present the fields of Early Childhood Education and Inclusive Education, two historically complex fields and even more complex at their intersection, provokes the gaze of the observer for a non-linear educational path, while disturbing the knowledge already existing, making us experience more sensitive ways of reflecting on development



childish.

To begin with, we recognize that although all children require a unique perspective within the school, we do not deny additional efforts to include those with needs specific educational measures, in accordance with the National Policy on Special Education from the perspective of Inclusive Education (PNEEPEI, BRAZIL, 2008). These are: disabilities, global development disorders, development and high abilities.

In this article, it is not possible to detail the characteristics of each etiology listed. To those seeking a more thorough understanding of its characteristics, we recommend reading of the document “Contextualization and concepts of disabilities, global disorders of development and high abilities”, prepared by Rivaldo Neto (2022), available online .

By making this observation, our aim is to address Inclusive Education in Education Children in a comprehensive way, focusing the discussion on the social nature of children's development. children with educational needs in light of Vygostky's historical-cultural psychology (1997), fostering the contributions of his theory of Defectology to the field of Inclusive Education in Early Childhood Education.

An approach in this sense implies an ethical commitment to children, respecting their biological and social singularities. In addition to paying attention to the fact that children constitute a historical and structural category, producer of children's cultures, that is, a space of expression, creation, interaction and play to learn about the world and themselves. Their cultures, according to Sarmiento and Manuel Pinto (1997), as well as the studies of Corsaro (2011), are intertwined with adult cultures and their representations: ethnicity, race, beliefs, family, communities, gender. In this intertwining, children receive external influences that impact their formation of oneself and the internalization of one's psyche, while denoting multiple meanings to such elements through other representations given by the children themselves in their games. In other words, children's development is social, also dialogical and dialectical.

According to article 4 of Resolution No. 5, dated December 17, 2009, which establishes the National Curricular Guidelines for Early Childhood Education (DCNEI, BRAZIL, 2009), is affirmed that all children, regardless of organic conditions, are historical subjects and rights holders. Through their interactions, relationships, and daily practices, they develop their identities, both personal and collective.

Taking the listed prerogatives as a guide, it is a commitment to education in all their spheres, break with any stereotype created around children, because we all we present differences in behavior, development and cognitive abilities. That is, the particularities manifest themselves in different ways.

Thus, when we try to theorize about how the social permeates the biological, it is necessary



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present the justification that led to the writing, as well as the methodological aspects and, aesthetic organization of the article.

The interest in writing about the topic arose from the extension course on Education Inclusive Special in Basic Education, offered by the University of Pernambuco (UPE), during the year 2025, as well as the specialization in Specialized Educational Assistance, studied at Lebanon College between the years 2024 and 2025. The readings inherent to the aforementioned courses, articulated experiences in the field of Early Childhood Education, specifically with the 3-year-old age group, disturbed the deepening of Vygotsky's theory of child development (1997), as way of collaborating in the re-elaboration of a welcoming and attentive daily life for the children's group, ensuring that their interests and learning rhythms could be considered. Likewise way, turn to Inclusive Education and its inspiring principles for Early Childhood Education, arose as a response to the demands brought by children with specific needs in the group of 3 years.

Thus, surrounded by this objective, the article, a literary review with the link of reflection of the school daily life, in which the writer acts, focuses on the literature of Vygotsky (1997), as well as authors contemporaries, including: Corsaro (2011), Dainez (2017), Martins (et al., 2019) and documents officials, PNEEPEI (2008) and DCNEI (2009), to outline analytical discussions about the nature social aspects of child development.

The methodological contribution to fulfilling our proposals is in the literary review an appropriate path. Minayo (2001) informs us that knowledge of reality is not only its simple transposition into thought, on the contrary, consists of the critical reflection that takes place from accumulated knowledge that generates new analyses of what has already been thought. In other words, words, we can say that a theory, despite bringing with it particularities of historical time that was produced, can provide opportunities for current reflections and possible contributions, when we pay attention to the fact that knowledge is extensively revisited. This is the case with Vygotsky's writings (1997).

The article was structured as follows: first, the theoretical path is presented and methodological; then, reflections on Vygotsky's Defectology are discussed, which explores the social dimension of the development of children with specific needs. Subsequently, they are the results and discussions are presented, highlighting the contributions of Vygotsky's studies to Early Childhood Education from the perspective of Inclusive Education. Finally, the considerations are presented finals. With the introduction described, we continue with the sections of the article, starting with the path taken.



## 2. The theory of defectology: some notes

When defining a methodology, we seek to present the path of thought, that is, the procedure exercised for possible interpretations of reality. In this way, thought and reality intertwine, guided by the worldview conveyed by the theory of which the researcher if it's worth it.

We find in the writings of Figueiredo (1990), the literature review as a way of articulate thought-reality, endorsing theoretical updating when confronted with new emerging social contexts. In other words, it requires a critical review of existing concepts. existing ones so that they can be incorporated or critically overcome.

Concomitantly, Moreira (2004) elucidates that “to review means to look again, revisit the discourses of other researchers, but not in the sense of just visualizing, but of make the theory more complex. There can only be criticism if the objectives are clear and well-formulated.”

In this regard, Dainez (2017) points out that Vygotsky's studies have been intensely mobilized by the child psychology community, as well as goal-oriented pedagogy for children's educational processes, understanding that the development of functions superior, such as: memory, perception, thought and language permeate a semiotic relationship of the biological with the existing world. In other words, direct contact with cultural food — behaviors, rules, beliefs, words, forms of expression of feelings and others representations — of a society marked by class divisions, provokes the development of living organism, while this development can generate transformations, continuity and ruptures in the society in which it is inserted, without forgetting that this social movement, also is dialectical and dialogic.

Based on these premises, when revisiting Vygostky's historical-cultural psychology, especially his theory of Defectology, we seek to bring the author's debate closer to the end of the century XIX and early 20th century with contemporary times, paying attention to their contributions to the promoting inclusive education in early childhood education today. Therefore, in this transposition timeless, are aware of the limitations of Vygostky's classic works, while they are important to be studied in light of the present.

Likewise, we recognize the existence of writings in this sense, but for us the This article becomes fundamental to the field of discussion about inclusion in childhood, as it brings pedagogical examples of how such a policy can be implemented. This is because, during studies, we feel the absence of writings from this perspective. Furthermore, it reinforces the catalysts of the methodology adopted – thought and reality.

As for the social development plan, it is nothing more than the idea that everything that is



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outside the organism is culture, that is, the product of life in society and human work, and that in contact with these products, always mediated by another, we are able to internalize mental functions, that will help us act on the environment. This intertwining is the foundation of the historical-cultural perspective Vygotsky, which goes against the biologization of traditional schools of psychology. With a solid Marxist conceptual basis, the author proposed a theory based on real, material and social aspects of human development.

Thus, it corresponds to the intersection of ontogenesis and phylogenesis. The first explains the personal development, that is, the internalization of higher functions in direct contact with the cultural signs and symbols produced in the environment. While phylogenesis implies that the personal development is historical, as it translates, along the way, transformations that take place in nature and in itself as part of nature. That is, without ceasing to be the work of the individual, is part of human history.

There is, still on this path, another important point that needs to be mentioned: the development of higher forms of behavior takes place under pressure of needs, or that is, if the child has no need to think, he will never think. Therefore, it is the stimuli external from the child's entry into the cultural world, which will help him/her leave a more egocentric for a socialized context.

Even though we know Vygotsky's works in the field of child development, little his efforts to construct a theory of defectology are known. Dainez (2017) argues that the tension between the pattern of development desired by the precepts of a society, the organic specificities, and the forms of heterogeneous constitution of the higher mental functions, was a concern expressed by Vygotsky in the late 19th and early 20th centuries.

Among his research results, we highlight the work *Fundamentals of Defectology*, a book published in Brazil for the first time in 1983, which values the historical-cultural perspective of development of children with disabilities. Vygotsky, therefore, uses the same principle to explain that the particularities of children with disabilities are based on biological articulation and social.

The author observed that in his time the lack of children with disabilities reflected the segregation and the lack of adequate education, with specific methods and procedures, which provide opportunities for contact with cultural food, through learning contexts and diverse social life. Without delving into his historical time, we can say that his writings have spanned centuries and have repercussions for the promotion of education humanized, through practices that mediate the singularities of development.

Before reflecting in more detail on Vygotsky's contributions to special and inclusive education, it is important to conceptualize some aspects of your study on the



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disability. Not unlike what he already considered about child development, the author argues that in the case of children with disabilities, their maturation precedes the same laws: lack of successive stages for the internalization of higher functions, therefore, always in constant discontinuities and ruptures when faced with new challenges in learning; amplitude of brain plasticity, making new neural arrangements possible, even after reaching a certain degree of biological evolution and, finally, the theory of the zone of proximal development (ZPD), preserving the mediation of the other between what children perform autonomously to a new discovery.

In Vygotsky's view, just as there is no single, assertive path when it comes to the development of children without disabilities, the same can be said for those with disabilities. The objective would therefore be to understand how the social environment, which in this case, consists of education, can act on children, so that they develop their functions superiors?

Vygotsky presents the concept of compensation as an answer. According to the theorist consists of making it possible for higher functions to be internalized indirectly, when direct paths are not possible. For example, a blind child has the path in Braille indirect for written language and reading. A deaf child, on the other hand, has sign language as path to expressive language, when speech is unfeasible.

Vygotsky understood that these methods would be forms of compensation created to make possible the cultural development of children with disabilities, putting them in contact with signs and cultural symbols (forms, objects, languages, behaviors, knowledge) which concurrently acted in their higher functions. Therefore, education fulfills the role to assist the abilities of children with disabilities by creating special techniques or systems of cultic signs and symbols adapted to the peculiarities of the psychophysiological organism.

In general, in current discussions the consensus has prevailed that the conditions of organic injury demands compensatory processes that denote overcoming the deficiency. In other words, the phenomenon of compensation is presented as essential for the development of children with disabilities.

Thus, far from an assistance-based nature, compensation requires 4 intertwined dimensions:

The first corresponds to the wholeness of the person, that is, their social-cultural dimensions. organic-biological-affective-cognitive interwoven, leading us to consider that disability is not determinant of development.

The second concerns the complexity of the functioning of the psyche, which is linked to the plastic and flexible nature of the brain in developing alternative ways to meet goals social.



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The third dimension is based on the heterogeneity of processes, which deals with the different ways of constituting oneself as human, disregarding the generalization of incapacity.

The fourth is specificity, which means having knowledge about the disability to create alternative educational pathways, supporting the potential of children with disabilities in participate in their own development, in culture and in school activities.

From this point of view, we consider that development is intertwined with education, being an active participant in inclusion, through the construction of compensatory methods, enabling children with disabilities to act on the cultural world and on themselves, developing their higher functions.

We understand from Vygotsky's historical-cultural perspective that disability is a human condition, which implies problematizing the way in which the social environment is structured, organized, designed to receive and deal with organic specificities. And in this context that we studied the possibilities for Early Childhood Education.

### **3. Early childhood education: inclusive inspirations**

The consensus has prevailed that the conditions of organic injury require processes inclusive that place disability as a topic of social debate and, therefore, of competence of intersectoral public policies. With a focus on education, Dainez (2017), a scholar of Defectology Vygotsky, understands that the social conditions of human existence are much more determinants, than the biological characteristics of each deficiency, therefore, it is necessary to discussion in the context of Early Childhood Education.

Therefore, it is about studying and understanding the specificities of childhood, thinking about the children with disabilities as holders of knowledge and potential, producers of cultures children, having in the context of the school community a strong ally for their achievements. This scenario, inspired by Mantoan (2017), demands from us alternative and innovative educational paths, marked through listening and attentive observation, through pedagogical planning that takes children as a reference, in principles of equality and differences. Difference as a way of being and existing in the world, permeated in the encounter with cultures and in the understanding of oneself as an individual and coexisting subject, being with or without disabilities; equality corresponding to equal access to rights.

A school, in this panorama, goes through a democratic management of its processes educational, understanding childhood in its ethical and political sense. Simultaneously, the pillars of inclusive education, set out in the National Curricular Guidelines for Special Education in Basic Education (2001): accessibility, participation, support, diversity and quality, in turn, strengthened by updated regulatory documents, connotes important indicators for the



organization of Early Childhood Education and teacher training.

Among the indicators, we highlight: the relational aspect between school, families and educators; the elimination of architectural and social barriers, the organization of times and materials that assist the specificities and encourage the active participation of children, the importance of interactions and games for child development, which must be adapted with a focus on the needs educational, encouraging autonomy and ensuring specialized support and care.

In the set of indicators, Kishimoto (2019) takes playing and learning as contexts intertwined and favorable to children's development and protagonism. In this sense, let's look at some inspirations: in a playful investigation scene, if the child has low vision, we can choose objects of bright colors and varied shapes to help her identify and interact with them. objects can still make sounds and have different textures. For children with hearing impairments, it is important to think about how to enable them to feel the vibrations of the sounds and explore the rhythm and musicality through movement. For children with physical disabilities, it is important to reorganization of physical space and distribution of materials within reach.

The indicators and inspirations equally trigger initial and ongoing training of teachers, guided not only by the etymological meaning and the characteristics of disabilities. In truth, as Dainez (2017) points out, permeates a set of human rights from a perspective historical. Also, a teaching modality that requires philosophical foundations, guidelines and procedures based on different fields of knowledge, ranging from medicine to psychology, sociology and education. Thus, the narrator's mark is imprinted on the narrative, as the potter's hand in the clay of the vessel, (WALTER BENJAMIN, 1994, p. 205).

In the philosopher's view (1994), when establishing a relationship between experience and narrative, the link between the narrated episode and the narrator's life coexists simultaneously. Thus, weaving writings relating personal aspects to professional ones, the relevance of the condition is emphasized human in the world of work, especially in the field of education, which deals with training based on the principles of individuality and subjectivity.

Taking the previous explanations as a starting point, for daycare teachers, the movement leads to self-formation, which is also masterfully described by Ostetto (2008), in following reflection: When we write about our experience, our work gains visibility, it becomes document to which we can return to review what we have experienced, giving them other meanings [...]. For through recording, we engage in dialogue with our practice, interspersing questions, noticing comings and goings coming, seeking answers that are being elaborated in the dazzling light of writing (OSTETTO, 2000, p. 30)

Thus, by recording the experiential knowledge of everyday educational life, we leave our marks. personal. Therefore, I bring my marks imbued in the fabric of the narrative about being a teacher



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of babies, through reflections on everyday school life in 2024.

#### 4. Final considerations

Finally, it is considered that an inclusive early childhood education school considers the axes educate and care, interactions and games as drivers of a humanized daily life. Another point to be highlighted is that the pedagogical organization for children demands jointly the reorganization of special education, encouraging the inclusion of specialized professionals in collaboration with regular teachers. These reforms advocated from the declaration of Salamanca, culminated in a series of normative documents in Brazil, with changes in educational systems. The CNE resolution in 2011 consolidates the intertwining of care specialized educational to the school environment.

In this trail of propositions, it is possible to contemplate advances throughout human history. These advances bring together collaborations from scientific fields such as Medicine, Psychology, Sociology and Education, undertaking a range of public policies and quality indicators for training teaching, especially with children. In this scenario, the public university, in its commitment ethical aspects of studies and research with children, undertakes a set of knowledge significant for us to think about inclusive teacher training in all dimensions.

Last but not least, when the university proposes an inclusive education, in studies intersecting theory and practice, reveals his political and resistance positioning to the educational market that streamlines teacher and specialist training to service specialized in children.

Finally, we conclude by saying that a school for all creates discontinuities in genesis history of Brazilian public education, problematizing its hegemonic educational project, Eurocentric and exclusionary at all school stages.

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