



Apontamentos para o campo da educação profissional inclusiva a partir do princípio da formação humana integral: o estudante disléxico em evidência [

2022

text (article)

Análítica

This work deals with issues considering the professional education (PE) field integrated and its relationship with inclusive education based on the valorization of integral human formation, perceived as principle that broadens society's awareness of the challenges present in educational inclusion of dyslexic students. The relevance of these topics are confirmed by prior research that indicates the incidence of this phenomenon present in 10% to 15% of the worlds population. Methodologically, the bibliographic research is supported by the theoretical contribution of Ianhez and Nico (2002), Lima and Medeiros Neta (2017), Mousinho (2004), Silva and Crenitte (2014) enabling to comprehend concepts such as inclusion and dyslexia. Moura (2014), Carlos and Tavares (2016), Manica and Caliman (2015) were also consulted aiming to understand integral human formation concept and its relationship with inclusive education. Moreover, a documental analysis considering current Brazilian educational legislation such as: the Guidelines and Bases of National Education as well as the Federal Institute of Education, Science and Technology of Rio Grande do Norte also in Brazil. The research is timely since it enables necessary reflection on topics related to the inclusion of dyslexic students in the professional education field and its relation to the work of educational stakeholders engaged with the valuable principle of integral human formation. The analysis demonstrated that the path towards inclusive education in the field of PE is a safe alternative allowing it to contribute to human development since it able to support the principal of integral human formation

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