

FEEL TO LEARN: TACTILE MAP FOR THE VISUAL IMPAIRED

Analine Maria Martins Parente. Email: analine.p@hotmail.com
Escola Antonio Custódio de Azevedo

Participantes: Ana Clarice Aguiar Albuquerque; Francisco Leonan Feitoza Moreira e Lyandra Lumara Silva da Cruz

ABSTRACT: The use of methodologies that make the Geography class more attractive is a necessity, however, for the visually impaired, this need is even more latent, since concrete materials are needed to enable the understanding of the content. Given the above, the proposal of this project is to present ways and possibilities for the inclusion of these students in the school context through the use of tactile maps.

Keywords: Visually Impaired. Geography. Tactile Map.

SENTIR PARA APRENDER: MÁPA TÁTIL PARA DEFICIENTE VISUAL

RESUMO: O uso de metodologias que deixem a aula de Geografia mais atrativa é uma necessidade, no entanto, para deficientes visuais essa necessidade é ainda mais latente, pois é preciso materiais concretos que possibilitem a compreensão do conteúdo. Diante do exposto a proposta desse projeto é apresentar caminhos e possibilidades para a inclusão desses alunos no contexto escolar por meio do uso de mapas táteis.

Palavras-chave: Deficiente Visual. Geografia. Mapa Tátil.

INTRODUCTION

The use of methodologies that make the Geography class more attractive is a necessity, mainly to arouse the student's interest in the construction of knowledge. However, for the visually impaired, this need is even more latent, as concrete materials are needed to enable understanding of the content, as well as including students in the context of the discipline's discussions in the classroom.

In view of this, it is necessary to conceive the school as a space for the promotion of autonomy, development of body movement, the awakening of critical sense, social interaction and knowledge formation, with educators being responsible for building a universe rich in details from differences, favoring the learning and promoting inclusion in a coherent way (MARTINS, 2002).

It was with this in mind that the concern for the research arose, bringing as a proposal the construction of tactile maps for their insertion in the Geography class, using them as a learning tool for people with visual impairments.

The project was developed by 3 students from the 9th grade of Elementary School at the Antonio Custódio School under the guidance of the Geography teacher. The idea came after a conversation with the teacher of the Specialized Educational Service (AEE) who is waiting for the enrollment of a visually impaired student that parents resist enrolling for fear of the child being excluded or unable to adapt.

In view of the above, it is necessary to analyze the context of the inclusion of people with visual impairments in school, so that it occurs efficiently, understanding the needs and skills, so the use of pedagogical materials, such as tactile maps in the school environment, is essential. support to develop and improve knowledge.

MAIN GOAL

Thus, the main objective is to seek everyday elements to build tactile maps and thus facilitate the perception and learning of the visually impaired person.

Specific objectives

- Promote learning through the use of tactile maps;
- Include visually impaired students in Geography classes;
- Make the school an organized space for the promotion and inclusion of people with disabilities.

METHODOLOGY

To carry out the project, readings and research were carried out in order to understand the theme based on other points of view of studies carried out on the subject.

Then, studies were carried out oriented towards the construction of maps in order to understand which materials would be used and how they would be inserted in the classroom. After the guided studies, the materials chosen for making the maps were:

cardboard, E.V.A., styrofoam glue, scissors, seeds of the most varied types and styrofoam.

After the steps above, the maps were made by the team involved in the project, during meetings that took place weekly between the months of September and October.

When the maps were made, the students involved in the project took the stage called sensitization, inviting colleagues who had their eyes blindfolded to understand the map from the point of view of the visually impaired.

RELEVANCE OF THE PROJECT

The Salamanca Declaration was a document prepared at the World Conference on Special Education in 1994, which supports inclusive practices through integrative schools, recommending that all children should learn together, regardless of their difficulties and differences (UNESCO, 1994).

The project was built from an initiative referring to the week of the person with disabilities at school, the discussions were based on inclusion, after a conversation with the teacher of the Specialized Educational Service (AEE) who reported that she is waiting for the enrollment of a student with visual impairment .

The work is relevant, as it presents suggestions for methodological resources (tactile maps) to be introduced in the Geography class, promoting the inclusion of the visually impaired.

PROJECT/RESEARCH IMPACT

The project is expected to generate a debate on the theme of inclusion of people with visual impairments, as well as to enhance their abilities to understand the geographic space through tactile materials.

It is important to realize that inclusive education proposes a fight against prejudice, discrimination, speeches against inequalities, which must be taken as goals in school institutions, propagating respect for differences.

In this way, the project assumes a relevant role, as it aims to reduce inequalities, including students with visual impairments, understanding the time of each student in the learning process.

SEARCH RESULTS

The construction of tactile maps for the visually impaired goes far beyond creating inclusive methodologies for the class, it works as a way to break paradigms, as it allows raising awareness, knowing the skills of students with this type of disability.

Most professionals who face students with special needs are immediately concerned with what to do to include this student, however, the first step is to know, empathize and understand their particularities. With that in mind, the project maps were designed, built and then tested by some members of the school community.

The maps elaborated were designed to address the content of the Brazilian regions, built with styrofoam, cotton and seeds of corn, pumpkin, beans, rice, the other tactile map of the interior of the Antonio Custódio de Azevedo School (school where the project was developed) .

To carry out the experiment, some people who are not visually impaired were invited to understand the purpose of each material made, through awareness-raising (see figures below).

Figura 1 – Sensibilização realizada por uma coordenadora da escola.



Fonte: Arquivo Pessoal, 2019.

Figura 2 – Aluno fazendo o manuseio do mapa das regiões brasileiras.



Fonte: Arquivo Pessoal, 2019.

It is not easy for the visually impaired to live in a society that does not value inclusion, many feel excluded, as schools still do not have the support to serve them as they should. After the experience with the maps, the invited subjects reported how difficult it was to perceive the difficulty of locating and understanding the commands of the map blindfolded, the reports reinforce the idea of the difficulties encountered by people with visual impairments in adapting in the school environment, because most of the time they are inserted in the classroom and the content explained by the teacher is in abstraction, so the need for concrete materials that favor learning.

FINAL CONSIDERATIONS

The inclusion of visually impaired people is not a simple task, given the need for specific training for professionals who are in the classroom so that they seek to know the particularities of students in the face of each one's limits and enhance their potential. of these.

Even though it is not something simple, it is necessary for the entire school community to realize that inclusion is an act of love for others, so it is necessary to build an inclusive space.

The proposal of this project will not be limited only to the materials already exposed, others will be idealized and made, the intention is to generate a debate about the theme presented here, showing that it is possible to include the visually impaired in the teaching-learning process.

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