

EXTENDED SUMMARY

PEDAGOGICAL AND INCLUSIVE CLOTHING AS A LEARNING RESOURCE

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1 INTRODUCTION

Educational resources and children's learning objects are considered valuable pedagogical tools, as they facilitate the teaching-learning process, in addition to making it effective.

Creative learning is a teaching method in which teachers seek to develop personal connections and create conducive environments that stimulate creativity, imagination and collaboration, with the intention of awakening the interest of students. In meaningful learning, the teacher must act as a mediator and, through students' prior knowledge, develop new knowledge, that is, giving new meanings to existing knowledge, making learning relevant and permanent.

When discussing disabilities, there is still a stereotype of special children as completely dependent on their parents or requiring special schools. This can be questioned given the fact that all children, without exception, require attention. What should be emphasized is that children with disabilities need to interact with others, learn autonomy and socialize.

However, the objective of this literature review is to seek connections between Didactic Learning Resources and pedagogical and inclusive clothing, providing answers to the question: Can clothing be used in the development of relationships, perceptions and deductions that children make during interaction with objects through creative and meaningful learning?

To this end, this article conceptualizes Learning Objects (LO) and Educational Resources (ER), as well as presents relevant works on inclusive and pedagogical children's clothing that can be explored by educators in the classroom.

2 TEACHING RESOURCES AND THEIR RELATIONSHIP WITH CHILDREN'S CLOTHING

Teaching resources are all the indispensable tools in the teaching-learning process, including LOs and ERs, and their main function is to assist teachers and facilitate students' understanding of the subject matter. The definitions found for these resources are quite broad and comprehensive in relation to their nature and materiality, being presented in various ways, according to each author, but all take into account the ability to support education.

Therefore, LOs and ERs allow students to explore their knowledge in various situations, to do so, they must have a well-formulated objective they intend to achieve, as well as their methodology, as these are key factors in leading the student to develop critical thinking.

Thus, for Bononi and Domiciano (2018), clothing can be an excellent tool, as it is through imagination that children enter the world of fantasy, on their own initiative, allowing themselves to experience whatever they desire through drawings, stories or representations. To achieve this, socialization is extremely important, as is belonging to a group. Even so, "[...] some children have difficulty interacting, often due to shyness or low self-esteem" (BONONI, 2016, p. 67).

Clothing is one of the products that most affects our emotions, as it has the power to make us feel beautiful, self-confident, and included. This everyday object, for Palma (2011), has distinct functions and communicational approaches, depending on the culture and context in which it is used. A simple t-shirt, for example, is a basic and functional piece of clothing, a protective element, a historical product of a culture, but also a highly globalized item. However, in our culture, the t-shirt, as a piece of clothing, is also used as a powerful visual communication tool, a canvas that, through the application of graphics, textual elements, and other elements, can convey all kinds of messages associated with the individual and/or collective identity of a society, as Palma (2011) explains.

Regarding children's clothing, Pereira (2011) ensures that varied textures can help in the development of perception and interpretation through sensory exploration, just as tactile quality can also be used to make children acquire dexterity in movements and awaken their curiosity, therefore, clothing can be considered playful and pedagogical, contributing to the development of imagination, in addition to being a rich source of stimuli for the tactile sense.

In her research, Pereira (2011) questioned teachers, psychologists and pedagogues, about their perception of interaction with clothing, founding that children interact with the characters on the clothes and feel confident when showing others their choices. In other words, clothing was identified as a powerful resource for interaction and interest in children's universe.

Children demonstrate their relationship with clothing through observation, their choices and by showing their outfits as an extension of their bodies. "Elements inserted into the garments, along with images, prints, textures, buttons and embroidery, spark children's interest and can help develop specific skills and creativity" (Pereira, 2011, p. 121).

In a survey conducted with parents and educators of children with visual impairments (VI), Bononi (2016) concluded, based on questionnaire responses, that parents are unaware of the potential of clothing, as they prioritize comfort, aesthetics and price when purchasing. The presence of tactile elements and practicality of use end up being far from the importance they should have for their children. Even though they claim to know and believe that clothing can be educational and stimulate tactile experiences, they fail to encourage their children to do so.

We can observe that, when it comes to inclusion, unfortunately, there are still many barriers in education: unprepared teachers; invisibility in the community; lack of financial resources at school; physical access; class size; poverty; gender discrimination and dependency (high levels of dependence of some children with disabilities on their caregivers); and parents lacking information.

Many changes are needed, including: qualifications for teachers and specialized support teams; curricular structure with educational methods, techniques and resources; training to deal with curricular structuring and organization and specialized techniques and equipping schools to use new educational resources.

3 CONCLUSION

The main objective of this study was to explore connections between school inclusion, learning resources, and playful and pedagogical clothing. The aim was to determine whether clothing can be used as a learning resource. Based on the sources researched, we can conclude that, as with inclusion, there is a vast body of research, many resources discussed, but little investment and training.

So there is a certainty established here, that learning objects can be used to develop relationships, perceptions and deductions children make during interactions with them through creative and meaningful learning, which makes clothing a rich

source of experience, as clothing contains elements that can be used as a learning resource, that is, as support for teaching posture, hygiene, the development of tactile and visual perceptions, coordination, imagination, and literacy. In addition to working on children's self-esteem and sense of belonging, aiding in social inclusion.

However, there are still many questions about how to work on inclusion, and teachers themselves are often unprepared to welcome and interact with children with any type of disability. Teachers need to be trained to guide parents and support children, with their future in mind.

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