

161 - INCLUSION OF THE STUDENTS WITH PHYSICAL DEFICIENCY IN THE CLASSES OF PHYSICAL EDUCATION IN THE STATE SCHOOLS OF BOA VISTA - RORAIMA.

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INTRODUCTION

An aspect that has been, in the last years, discussion object in the context of the service related to the person with deficiency is her it executes inclusion in the whole education system. Those people's service, until then inserted in the context of the Special Education, it is going by different perspectives, especially in the classes of Physical education where he defends the perspective of the integration of the capable subjects they develop it specific activities and not of the unconditional inclusion in the school system. To present research it looked for to identify as the students' service with Physical Deficiency is being accomplished, thinking about the possibilities of working the Inclusive Education in the classes of Physical education in groups of the Fundamental Teaching in the State Schools of Boa Vista - RR and leaving of the beginning that the school needs to dispose objectively to assure the access and the students' permanence of all, because it only is not enough to the same to accept, if the teachers, the other professionals or even the school community not to get ready for his accomplishment.

Taking into account the option that Brazil did for the construction of an inclusive education system when agreeing with the World Declaration of Education for All, affirmed in Jomtien in Thailand in 1990, and when showing consonance with the postulates produced in Salamanca (Spain, 1994) in the World Conference about Special Education Needs: I access and Quality; in the year of 2004, 219 students existed with Special Needs registered at 50 schools of the State Net of Teaching of Boa Vista - RR. The research was accomplished with a sample of eleven teachers of Physical education that they acted in the Fundamental Teaching in the State Schools of Boa Vista - Roraima.

We broke of the presupposition that the teachers of Physical education owe if it worries in creating conditions so that the student with Physical Deficiency, not for being deficient, but for being a student of that room He has appropriate classes of Physical education together with their friends. Appropriate in the sense that it favors her all of them, without exception, the development of their potentialities.

With base in the analysis of the researched data will demonstrate that the teachers' larger perspective is still the one of the integration and no the inclusion. The school is structured to work with the homogeneity, but this is not the reality that they compose the diversity of people loaded of common lines, but, above all differentiated. Therefore we are due to a new reality that intends to include, but tends the diversity as his/her mark.

ADAPTED PHYSICAL EDUCATION

The Inclusion, as wide social process comes happening all over the world, fact that it comes if executing starting from the decade of 50. The Inclusion is the modification of the society as prerequisite so that people with special needs can look for her development and to exercise the citizenship (Sasaki, 1997). Para to promote a society that accepts and value the individual differences, learn how to live together inside of the human diversity, through the understanding and of the cooperation (City and Freitas, 1997).

In the school, she "presupposes, conceitualmente, that all, without exception, they should participate in the academic life, in common said schools and in the regular said classes where it should be developed the pedagogic work that it serves to all, indiscriminately" (Carvalho, 1998, p.170).

The Adapted Physical education is "an area of the Physical education that has as study object the human motricidade for the people with special needs, adapting teaching methodologies for the service to each student's characteristics with deficiency, respecting their individual differences" (Duarte and Werner, 1995: 9).

According to Bueno and Resa (1995), the Physical education Adapted for people with deficiency doesn't differ of the Physical education in their contents, but she understands techniques, methods and organization forms that can be applied to the deficient individual. It is a process of educational performance with planning, seeking to assist to their students' needs.

The variety of activities foresees the sport as an aid in the aprimoramento of the people's personality with deficiency (Bueno and Resa, 1995) and the accomplishment of the several activities with children, mainly those that involve games, she should have a character lúdico favoring situations where they learn how to work with their failures and successes. The children with some deficiency level (hearing, visual, physics and mental) they can participate in most of the proposed activities

MATERIALS AND METHODS

This study is characterized as a research - action in the field of investigation of the Inclusive Physical education, once it accomplishes an approach of the theme with the teachers' of Physical education daily reality and students of the fundamental teaching of the schools of the State net of teaching, with the intention of lifting data about the School Physical education offered to the students with deficiency and to what extent it is indeed Inclusive or not.

At first a rising it was accomplished through contacts with the division of Special Education of the State General office of Education and in the schools of the Municipal district of Good View-RR, in order to we locate among the 77 schools the ones that had students with Physical Deficiency registered in groups of the Fundamental Teaching.

After this rising we accomplished visits to the schools to expose our research work to the direction and the teachers of Physical education and we had the 11 teachers' collaboration that you/they acted in the Fundamental Teaching. The same ones were interviewed and they answered to a written questionnaire, containing five (5) questions related to the Inclusive School Physical education and to the practice in the classes of Physical education. These teachers belong to located public institutions in the Municipal district of Boa Vista in the State of Roraima.

Besides the interview activities and questionnaire application observations of the classes were accomplished and

made dialogue with the teachers on the theme approached in the interview.

RESULTS

Before the information collected the teachers of Physical education close to, we observed that his great majority has inferior experience to five (5) years in school physical education, as display the illustration one.

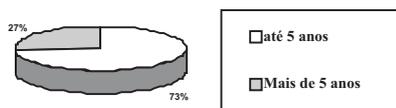


Figura 1: Tempo de Experiência Profissional

Most of the teachers has knowledge of the new perspectives of the education, they affirm to "work with the Inclusive Education in their classes" and they ratify in their speeches that "none of their students with Special Needs is spared of their classes". These teachers declare that, "when necessary they also make adaptations for those students to announce", being demonstrates like this to think that her participation is important doing with that there is an integration since they accomplish activities with other students, as display the illustration two.

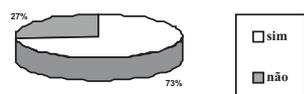


Figura 2: Visão do Professor em Relação a Participação dos Alunos Deficientes físicos Juntamente com a Turma

In the subject that turned about the teachers' difficulty in adapting their classes, of the 11 interviewees' universe, 27% affirm that you/they don't feel difficulty in adapting the classes of Physical education and 73% affirm that they possess difficulties in accomplishing adaptations in their classes, as display the illustration three.



Figura 3: Dificuldades em Ministras Aulas

This research could also capture in the data obtained in this group of interviewed teachers, that the students' reaction 'said normal' it is good", and one of the teachers stood out that: "... they are children, and we know that they are not preconceituosas as it can seem, the adult has a negative participation in that whole history, with certainty."

In the interview accomplished with the teachers was possible to also notice the support type that those had of the school to develop their classes in an Inclusive way; of course the school is giving the necessary support in the experience of these educational ones and them have been working the other professionals close to, as the one of the area of pedagogic orientation, but they seat the need of Courses and Congress on the theme in the State, as display the illustration four.



Figura 4: Aperfeiçoamento

In relation to the understanding on the limits of their students' development noticed that the teachers' of Physical education great majority doesn't know the type of his/her student's deficiency, as display the illustration five.

That ignorance can, according to accomplished studies, to hinder the definition of compatible education programs with the potential and areas to be valued in the students.

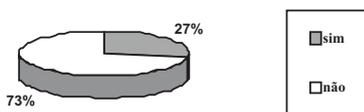


Figura 5: Conhecimento dos Professores sobre a Deficiência dos seus Alunos

CONCLUSION

We left of the premise that the students' inclusion with physical deficiency in the school and in all of the activities that she propitiates is a to "do educational" fair, however, this inclusion should have as foundation provides appropriate conditions so that, like this, the student can have more possibilities to develop their potentialities.

The present work looked for to demonstrate that there is possibility to work the inclusive education in the physical education classes leaving of the beginning that the school should be willing to receive and mainly to develop this new system, because it only is not enough to the school to accept, if the teachers, the other professionals or even the school communities they are not still prepared for his/her accomplishment.

The Physical education, as the other disciplines, she is walking for this change, in spite of the curriculum still to be fragmented and the disciplines be not integrated amongst themselves. The Physical education that seeks to the student's global formation, in other words, the body and the mind as facilitators of that special public's learning present perspective of the great contribution to the work with students with Special Needs, even if those don't execute all of the activities, for they present not

motive abilities, however they can participate in the same form, as game referees, as timekeepers in the proofs, among others.

One way or another, he is being included and participating in the physical education class, because it cannot have the students' selection, in other words, the ones that are skilled for the sport practices and the ones that are excluded of the classes for they be not skilled, because it ends up happening that the students with Special Needs, don't participate in those sport practices, then it falls to the teacher of Physical education and the school to provide the opportunities for those students to participate in the classes, because for them it is important for her development social, physical, motor and, mainly, the affectionate.

We should think that while we create adaptations in the education, without knowing if they will be necessary or no, that it is important be verified the group that is involved wants this change or no, because or else we will fall in the division of the groups, that ends up generating privilege for some, that is, where he/she would have there to be Inclusion will finish happening Exclusion.

To include is not just to put students with deficiency in regular rooms with their friends without, however, there to be concern in offering to all an appropriate program that provides to each one of them the development of their potentialities. Some modifications should be made in the education system, in the specific case of the Physical education, for this program to obtain better development.

To include it is necessary impreterivelmente to commit with the child, making possible her an appropriate development. It is to have as primordial beginning the that a child with deficiency, before everything, is a child, and as such she should be respected and provided of full life conditions.

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INCLUSION OF THE STUDENTS WITH PHYSICAL DEFICIENCY IN THE CLASSES OF PHYSICAL EDUCATION IN THE STATE SCHOOLS OF BOA VISTA - RORAIMA.

SUMMARY

The Inclusion of the People with Special Needs is being a discussion object the last years and raise for different perspectives, especially in the classes of Physical education. The present work looked for to identify as the students' service with Physical Deficiency is being accomplished and to contemplate about the possibilities of including in the classes of Physical education, leaving of the beginning that the school needs to dispose objectively to assure the access and the students' permanence of all, because it only is not enough to the same to accept, if the teachers, the other professionals or even the school community if they don't prepare for her accomplishment. In the year of 2004, 219 students existed with Special Needs registered at 50 schools of the State Net of Teaching of Boa Vista - RR. The method, in the investigation field, is characterized as to the research - action, with sample composed by 11 teachers of Physical education, where they were applied written questionnaires, containing five (5) questions related to the inclusive school Physical education and the practice in the respective classes, interviews, observations and dialogue with the teachers on the approached theme. To present research it looked for to demonstrate that there is possibility to work the inclusive education in the physical education classes, leaving of the beginning that the students' inclusion with physical deficiency in the school and in all of the activities that she propitiates, it is a "do educational" fair, however this inclusion should provide appropriate conditions so that, like this, the student can have more possibilities to develop their potentialities. The school should be willing to receive and, mainly, to develop this new system, because it only is not enough to the same to accept the professionals and the school community are not still prepared for her accomplishment.

KEY-WORD: physical education, inclusion, deficiency.

INCLUSION DES ÉTUDIANTS AVEC MANQUE PHYSIQUE DANS LES CLASSES D'ÉDUCATION PHYSIQUE DANS LES ÉCOLES D'ÉTAT DE VUE DU BOA - RORAIMA.

RÉSUMÉ

L'Inclusion des Gens avec les Besoins Spéciaux est un objet de la discussion les dernières années et raise sec pour perspectives différentes, surtout dans les classes d'éducation Physique. Le travail présent a cherché pour identifier comme le service des étudiants avec Manque Physique est accompli et contempler au sujet des possibilités d'inclure dans les classes d'éducation Physique, partir du commencement qui les besoins scolaires de disposer objectivement pour assurer l'accès et la permanence des étudiants de tout, parce que ce n'est pas seulement assez au même accepter, si les professeurs, les autres professionnels ou même la communauté scolaire si ils ne préparent pas pour sa réalisation. Dans l'année de 2004, 219 étudiants ont existé avec Besoins Spéciaux s'inscrits à 50 écoles du Réseau de l'État d'Apprendre de Vue du Boa - RR. La méthode, dans

le champ de l'enquête, est caractérisée comme à la recherche - action, avec échantillon composé par 11 professeurs d'éducation Physique où ils ont été appliqués des questionnaires écrits, en en contenant cinq (5) les questions ont été en rapport avec l'école incluse éducation Physique et l'entraînement dans les classes respectives, entrevues, observations et dialogue avec les professeurs sur le thème abordé. Présenter recherche il a cherché pour démontrer qu'il y a possibilité de travailler l'éducation incluse dans l'éducation physique classe, en partant du commencement qui l'inclusion des étudiants avec manque physique dans l'école et dans toutes les activités qu'elle se concilie, c'est un cependant cette inclusion devrait fournir des conditions appropriées pour "faire la foire pédagogique", afin que, comme ceci, l'étudiant peut avoir plus de possibilités de développer leurs potentialités. L'école devrait être disposée à recevoir et, principalement, développer ce nouveau système, parce que ce n'est pas seulement assez au même à accepter les professionnels et la communauté scolaire ne sont pas encore préparés pour sa réalisation.

MOT-CLEF: éducation physique, inclusion, manque.

LA INCLUSIÓN DE LOS ESTUDIANTES CON LA DEFICIENCIA FÍSICA EN LAS CLASES DE EDUCACIÓN FÍSICA EN LAS ESCUELAS ESTATALES DE VISTA DE LA BOA - RORAIMA. EL RESUMEN

La Inclusión de las Personas con las Necesidades Especiales está siendo un objeto de la discusión los últimos años y pasa para las perspectivas diferentes, sobre todo en las clases de educación Física. El trabajo presente buscado para identificar como el servicio de los estudiantes con la Deficiencia Física está siendo cumplido y para contemplar sobre las posibilidades de incluir en las clases de educación Física, saliendo del principio que las necesidades escolares de disponer para asegurar el acceso y la durabilidad de los estudiantes de todos objetivamente, porque sólo no es bastante al mismo aceptar, si los maestros, los otros profesionales o incluso la comunidad escolar si ellos no preparan para su logro. En el año de 2004, 219 estudiantes existieron con Necesidades Especiales registradas en 50 escuelas del Precio neto Estatal de Enseñar de Vista de la Boa - RR. El método, en el campo de la investigación, se caracteriza acerca de la investigación - la acción, con muestra compuesta por 11 maestros de educación Física donde ellos eran las encuestas escrito aplicadas, mientras conteniendo cinco (5) las preguntas relacionaron a la escuela inclusiva la educación Física y la práctica en las clases respectivas, entrevistas, observaciones y diálogo con los maestros en el tema acercado. Para presentar la investigación buscaba para demostrar que hay que la posibilidad de trabajar la educación inclusiva en la educación física clasifica, mientras saliendo del principio que la inclusión de los estudiantes con la deficiencia física en la escuela y en todas las actividades que ella propicia, está un sin embargo para "hacer la feria educativa", esta inclusión debe proporcionar las condiciones apropiadas para que, así, el estudiante puede tener más posibilidades de desarrollar sus potencialidades. La escuela debe estar deseosa recibir y, principalmente, para desarrollar este nuevo sistema, porque sólo no es bastante al mismo aceptar los profesionales y la comunidad escolar todavía no se preparan para su logro.

LA PALABRA CLAVE: la educación física, la inclusión, la deficiencia.

INCLUSÃO DOS ALUNOS COM DEFICIÊNCIA FÍSICA NAS AULAS DE EDUCAÇÃO FÍSICA NAS ESCOLAS ESTADUAIS DE BOA VISTA – RORAIMA. RESUMO

A Inclusão das Pessoas com Necessidades Especiais vem sendo um objeto de discussão nos últimos anos e passa por diferentes perspectivas, em especial nas aulas de Educação Física. O presente trabalho buscou identificar como o atendimento dos alunos com Deficiência Física está sendo realizado e refletir sobre as possibilidades de incluir nas aulas de Educação Física, partindo do princípio que a escola precisa dispor-se objetivamente a assegurar o acesso e permanência de todos os alunos, pois não basta somente à mesma aceitar, se os professores, os outros profissionais ou até mesmo a comunidade escolar não se prepararem para a sua realização. No ano de 2004, existiam 219 estudantes com Necessidades Especiais matriculados em 50 escolas da Rede Estadual de Ensino de Boa Vista – RR. O método, no campo de investigação, caracteriza-se como à pesquisa – ação, com amostra composta por 11 professores de Educação Física, onde foram aplicados questionários escritos, contendo cinco (5) perguntas relacionadas à Educação Física escolar inclusiva e a prática nas respectivas aulas, entrevistas, observações e diálogo com os professores sobre a temática abordada. A presente pesquisa buscou demonstrar que há possibilidade de se trabalhar a educação inclusiva nas aulas de educação física, partindo do princípio de que a inclusão de alunos com deficiência física na escola e em todas as atividades que ela propicia, é um "fazer educativo" justo, no entanto esta inclusão deve proporcionar condições adequadas para que, assim, o aluno possa ter mais possibilidades de desenvolver suas potencialidades. A escola deve estar disposta a receber e, principalmente, desenvolver este novo sistema, pois não basta somente à mesma aceitar se os profissionais e a comunidade escolar ainda não estão preparados para a sua realização.

PALAVRAS-CHAVE: educação física, inclusão, deficiência.

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