

87 - THE INCLUSION OF THE CHILDREN WITH SPECIAL NEEDS IN SCHOOL: THE TEACHER IMPORTANCE IN THIS PROCESS

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INTRODUCTION

This article discusses the importance of physical education in school inclusion of the subject with special needs and takes the subject teacher as essential in this process.

To carry out this discussion, respaldamo us in the Projects conducted with the LAR-Lab Activities recreational and developed by members of GEIPEE-LAR (Group of Studies, Research and Intervention and Special Education School.

Importantly for the consolidation of this process, we endorse our actions theoretical and methodological approaches in cultural-historical theory of development, recognizing it as a science that studies the human being in continuous development process and in consequence of appropriations made along cultural of his life.

Also becomes the psychomotor theory and method as a possibility, considering it is also through your body moving and the relationship with the natural and cultural objects, as well as with other human beings, the subjects they progress and humanization.

The cultural-historical theory to recognize the individual as a synthesis of many determinations and psychomotor understand the implications of the practical-theoretical in the process of human development, they integrate to understand significantly the subject with special needs and their integration in school recognizing the dialectical integration in the human subject, considering his body and his psyche as a unit that is constructed in social and historical relations established by the subjects throughout his life.

Given this conception of human development and taking on the psychomotor historical-cultural perspective, it is important to recognize it as a scientific instrument in a position to contribute to the final overcoming of the historical mind-body dichotomy, in this positivist conception of man and accordingly, gain a better understanding of the human in motion and in its entirety, as a synthesis of many determinations biological, cultural, social and historical.

When addressing the general education and special education in particular, the psychomotor integrated historical-cultural perspective, can become an essential tool in capacity building and social inclusion strategies at school, enabling different conditions of human development for all subjects, but especially to individuals with special needs, because recognizing them as subjects of their history and their educational process, they will be able to be recognized as real players in school and in parallel in society itself.

Importantly, this process of social inclusion of the subject who have special needs, be they disabled, sensory or intellectual disabilities, or individuals who have learning difficulties, will be consolidated from a collective action, organized and properly oriented within the school and physical education teacher can contribute significantly in this process, considering that by their own practice in school, finds work as a collective, cooperative play and important pathways for the development and construction of possibilities for social inclusion and education, and enable the development of subjects in a multilateral direction.

The education by means of historical-cultural theory and psychomotor, will be able to recognize and value conscious human movement, which, full of social meaning, engenders basic human senses of appreciation of others and of society, thus creating different conditions to think in school and build effective processes of social inclusion of individuals with special needs.

Physical education engaged in this process is characterized as an education that, through movement, causes the individual to buy features and more elaborate and complex in that direction and play the games become important tools in the school work, because as well as entertain and relax the students, allows them to interact in an original and genuine, interpret the world they live and social relations so that they can act consciously in their transformation.

ACTIVITIES AT HOME AND ITS RESULTS

Projects extension and research in Physical Education / Special that support this discussion, are performed to appreciate the toy and the play activity as a possible educational character of practical and theoretical, aiming to promote the educational and social inclusion of children who have special educational needs. Such projects are carried out with the LAR (Laboratory for Recreational Activities Playful) FCT-UNESP, Presidente Prudente, where it serves are subject to various difficulties and learning disabilities, from Down Syndrome, Autism, Blindness and Low Vision, congenital toxoplasmosis, until Hyperactivity, Dyslexia, Aggressiveness, and other forms of behavior that makes life difficult subjects in school.

In work carried out in LAR has as main objective to create different conditions for children who experience learning disabilities and congenital or acquired social problems and issues related to teaching and learning in the classroom and behavioral issues that arise at school.

Through play activities for education, we seek to create favorable conditions for children who have disabilities and / or learning difficulties, may find different conditions of play, interact and feel the subjects of their lives so that they can overcome their difficulties and the teacher as an important mediator in the construction of their way of being, thinking, feeling and acting in school and society.

According to Ferreira and Valdez (2005), through the act of playing children can satisfy their desires, be they emotional, related to self-esteem or achievement of goals and objectives. Playing the child educates its sensitivity to appreciate your efforts and attempts, which affects the pleasure when it can complete a task and makes you feel accomplished by achieving a goal, raising their self-esteem. For Velasco (1996) contributes to play in building the personality of the individual and the richness that the play provides the child social, emotional, motor and cognitive unique and different.

In discussing the process of development of human personality Martins (2007) states that all human beings living in society, are subject to historical development and personality embraces all reality biological, psychological and social conditions. For the author, psychic structure shall be according to historical circumstances and depends on natural conditions, the social formations of people, social systems, as well as aspects of individual history of each human subject in its relations with the natural and social environment (MARTINS, 2007, p.91).

For Leontiev (1989) the activity becomes essential in the process of human development and for children in preschool and early grades in school, play and play, become the main activities in the constitution of subjects and at the we understand the human psychomotor cultural-historical perspective, you can create opportunities through activities, group work, in the sense of the subjects collectively build new conditions of learning and development.

In regard to the psychomotor development as a historical-cultural places in evidence the importance of the activity of free activity, shared activity and conscious of how important element of the process of building a way of being, thinking and acting subject in school and society.

In this direction, this work seeks to overcome these visions naturalizing in psychomotor and propose that the traditional path of action, action, psychomotor, building objects and relations, appropriating the objects of material culture and symbolic and acting effectively in this process, the subjects generally and individuals with special needs in particular, may develop into a multilateral direction in school and advance greatly in the process of building opportunities for social inclusion.

In this direction, therefore, called for the participation of Physical Education in relation to processes of social inclusion and education, the role of discipline essential to a child's development, especially the structure itself from a critical view of education and take body culture, with emphasis on game play and activity, such as educational opportunity and social inclusion for children with disabilities and / or learning difficulties.

In the design and development of the Project HOME takes up the historical materialist dialectical method as a primary basis in order to allow a critical understanding of social and human reality as well as the educational structure and conditions of teaching and learning of children and thereby we can see that the logic of dialectical understanding of reality is an open logic is a logic that not only allows the change, but above all, is a logic designed from the dynamics of the changing reality (OLIVEIRA, 2001).

However, for these subjects, seen in the LAR, to obtain results increasingly more satisfactory in its development process and in their school life, it is necessary to understand and meet their social and historical reality, their daily activities, its relationship with school, family life, among other activities, so that the work becomes more complete, especially because we understand the child as a synthesis of many determinations which forms and constitutes the socio-historical process.

Considering the child as a social subject, which needs the adult to be allowed to develop, we emphasize the importance of teachers as well as parents and family in this process, considering that these subjects are essential mediators of socialization and cultural objects to the fundamental proper development of children. According to Mello (2006) "which actually moves the development is the activity of the subject that is collective activity is mediated by a more experienced partner - who is the teacher at school."

It is important to remember Leontiev (1978) when he says that the acquisitions of historical development of human skills, are not simply given to men by their culture, to take ownership and develop their skills and, ultimately, turn them into "organs of their individuality." Vygotsky (2001), in turn, recognizes the human being in continuous process of seeking development, relationship with others and with nature, to overcome their limitations and advance in their capabilities, whether physical or mental, objective or subjective individual or social.

It is argued that the participants of Project HOME are developed in the concrete conditions of developing their full potential through an education process, valuing the needs and abilities through practical action, collective and playful, to recognize them as subjects who have special educational needs, which in passing through difficult situations at school, deserve special conditions and differentiated teaching and learning.

Within this perspective, the main objective of the work developed in the LAR is to assess, identify and propose programs of intervention to individuals with psychomotor, considering their difficulties and psychomotor deficits in order to build brides possibilities for action within the LAR and by extension at school.

Assessments of the psychomotor development of children are carried initially by Motor Development Scale (EDM) to evaluate the motor development of children and level of the motor age in relation to chronological age and to assess the fine motor skills and overall, the balance the body schema, the spatial and temporal organization of individuals, to have an objective
p a r a m e t e r e v a l u a t i o n .

After this initial process the individuals are referred to the various Projects developed in LAR which are accompanied by specialized in making games and fun activities to enable recreational and educational conditions are different for these subjects in order to invest in its process development.

It may be noted that all the participants of the LAR (children aged 02 to 15 years) but have their shortcomings and difficulties, however, in conducting group activities and recreation, there is not the same as the limited to its difficulties and shortcomings, by contrast, are seen and worked as human subjects, which deserve the very best of Physical Education in order to advance its development.

In the LAR does not emphasize the shortcomings or difficulties of subjects, but its capabilities, its practical conditions of becoming subjects of their lives, individuals with needs, wants and desires that must be respected and studied so humanizing.

It is known that a good development of body scheme, one can assume an overshoot in the aspects of motor skills, perceptions of space and time and affection, among other human possibilities, and thus emphasize the importance of psychomotor intervention towards ensure the development from the needs of individuals.

Finally, it is important to note that the theoretical and methodological framework of historical-cultural theory, the psychomotor recognition of its link with the historical, cultural and collective action permeated by the game and the game, become essential to conducting such activities in the LAR and enables each participant in the process feel subjects, subjects in the construction process and responsible for their development and their lives.

FINAL CONSIDERATIONS:

It is emphasized that physical education, is designed according to historical-cultural perspective and, therefore, critical and transformative, to assume its unique nature of dealing directly with human activity on the practical-theoretical value and body language as an important form communication and expression of thoughts and feelings, among other characteristics superior human, opens important opportunities for progress towards overcoming the historical mind-body dichotomy and the historical discrimination of difference and different at school.

When you back up a theoretical and philosophical and methodological offering subsidies to analyze reality in its complexity and multiplicity, Physical Education may, by its specific practical and theoretical, to create conditions for overcoming the concrete situations of alienation and exclusion present in reproduced in school and society (VIOTTO FILHO, 2009).

Working to the development of human beings in a critical perspective, inclusive and humane, as discussed in trabalho, is to create real opportunities to overcome the contradictions generated by capitalist society, which also reflect and are reproduced within the school itself.

Anyway, before the above assumptions, and especially due to the importance of building and share the cultural objects constructed throughout human history, not exclusively, but especially for those individuals who have special needs, physical education can take commitment to the processes of social inclusion, making the necessary critique of capitalist society, introduce yourself by excluding from its origins, must be overcome toward a more just and more equal.

It is argued, therefore, that all human beings, be they disabled or not, are the concrete conditions of overcoming their difficulties, to learn to work and build their development in accordance with its possibilities and in the process, feel part member of society and school, and thus valued as social subjects.

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ABSTRACT

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To carry out this discussion, respaldamo us in the Projects conducted with the LAR-Lab Activities recreational and developed by members of GEIPEE-LAR (Group of Studies, Research and Intervention and Special Education School. Importantly for the consolidation of this process, we endorse our actions theoretical and methodological approaches in cultural-historical theory of development, recognizing it as a science that studies the human being in continuous development process and in consequence of appropriations made along cultural of his life. Also becomes the psychomotor theory and method as a possibility, considering it is also through your body moving and the relationship with the natural and cultural objects, as well as with other human beings, the subjects they progress and humanization. Given this conception of human development and taking on the psychomotor historical-cultural perspective, it is important to recognize it as a scientific instrument in a position to contribute to the final overcoming of the historical mind-body dichotomy, in this positivist conception of man and accordingly, gain a better understanding of the human in motion and in its entirety, as a synthesis of many determinations biological, cultural, social and historical. Working to the development of human beings in a critical perspective, inclusive and humane, as discussed in trabalho, is to create real opportunities to overcome the contradictions generated by capitalist society, which also reflect and are reproduced within the school itself. It is emphasized that physical education, is designed according to historical-cultural perspective and, therefore, critical and transformative, to assume its unique nature of dealing directly with human activity on the practical-theoretical value and body language as an important form communication and expression of thoughts and feelings, among other characteristics superior human, opens important opportunities for progress towards overcoming the historical mind-body dichotomy and the historical discrimination of difference and different at school.

KEYWORDS: Special Education Needs, Cultural-Historical Theory, Psychomotricity

RÉSUMÉ

Cet article traite de l'importance de l'éducation physique dans l'intégration scolaire de l'objet ayant des besoins spéciaux et prend l'enseignant de la discipline comme essentielle dans ce processus. Pour mener à bien cette discussion, nous respaldamo dans les projets menés avec les activités de LAR-Lab de loisirs et développé par des membres de GEIPEE-LAR (Groupe d'études, de recherche et d'intervention spécial et l'enseignement scolaire). Il est important pour la consolidation de ce processus, nous appuyons nos actions approches théoriques et méthodologiques de la théorie historico-culturelle du développement, le reconnaissant comme une science qui étudie l'être humain dans le processus de développement continu et en conséquence de crédits ainsi que la culture son vida. Também devient possible que la théorie psychomoteur et de la méthode, car c'est aussi à travers votre corps en mouvement et la relation avec les objets naturels et culturels, ainsi qu'avec d'autres êtres humains, qui avance les sujets dans leur développement et d'humanisation. Compte tenu de cette conception du développement humain et la prise sur le point de vue psychomoteur historico-culturel, il est important de le reconnaître comme un instrument scientifique en mesure de contribuer à la victoire finale de la dichotomie corps-esprit historique, dans cette conception positiviste de l'homme et en conséquence, acquérir une meilleure compréhension de l'humain en mouvement et dans son intégralité, comme une synthèse de nombreuses déterminations biologiques, culturels, sociaux et historiques. Travailler le développement de l'être humain dans une perspective critique, y compris et sans cruauté, comme on le verra dans ce travail est créer de réelles opportunités pour surmonter les contradictions produites par la société capitaliste, qui reflètent et sont reproduits dans l'école elle-même. Il est souligné que l'éducation physique, est conçu selon la perspective historico-culturelle et, par conséquent,

critique et de transformation, d'assumer sa nature unique de traiter directement avec l'activité humaine sur la valeur pratique et théorique et le langage du corps comme une forme importante communication et d'expression des pensées et des sentiments, entre autres caractéristiques de l'homme supérieur, ouvre d'importantes possibilités de progrès en vue de surmonter la dichotomie corps-esprit historique et la discrimination historique de la différence et différents à l'école.

MOTS-CLES : Des besoins particuliers, la théorie historico-culturel, psychomoteur.

RESUMEN

En este artículo se discute la importancia de la educación física en la inclusión escolar de los sujetos con necesidades especiales y toma el profesor de la asignatura es esencial en este proceso. Para llevar a cabo esta discusión, respaldamos nosotros en los proyectos realizados con las actividades recreativas LAR-Lab y desarrollado por miembros de GEIPEE-LAR (Grupo de Estudios, Investigación e Intervención y Escuela de Educación Especial). Es importante destacar que para la consolidación de este proceso, estamos de acuerdo con nuestras acciones enfoques teóricos y metodológicos de la teoría histórico-cultural del desarrollo, reconociéndola como una ciencia que estudia al ser humano en proceso de desarrollo continuo y, en consecuencia, de créditos a lo largo culturales su vida. También hace posible que la teoría psicomotriz y el método, ya que es también a través de su cuerpo en movimiento y la relación con los objetos naturales y culturales, así como con otros seres humanos, que los avances de los sujetos en sus el desarrollo y la humanización. Dada esta concepción del desarrollo humano y asumir la perspectiva psicomotriz histórico-cultural, es importante reconocerlo como un instrumento científico en condiciones de contribuir a la superación definitiva de la dicotomía histórica entre mente y cuerpo, en esta concepción positivista del hombre y en consecuencia, obtener una mejor comprensión de lo humano en movimiento y en su totalidad, como una síntesis de múltiples determinaciones biológicas, culturales, sociales y históricas. Trabalhar el desarrollo del ser humano en una perspectiva crítica, incluyente y humana, como se discute en este trabajo es crear oportunidades reales para superar las contradicciones producidas por la sociedad capitalista, que también reflejan y se reproducen dentro de la propia escuela. Se hace hincapié en que la educación física, está diseñado de acuerdo a la perspectiva histórico-cultural y, por tanto, crítica y transformadora, que asuman su naturaleza única de tratar directamente con la actividad humana sobre el valor práctico-teórico y el lenguaje corporal como una forma importante comunicación y expresión de pensamientos y sentimientos, entre otras características humanas superiores, abre importantes oportunidades para el progreso hacia la superación de la dicotomía histórica entre mente y cuerpo y la discriminación histórica de la diferencia y diferentes en la escuela.

PALABRAS CLAVE: Necesidades Educativas Especiales, Teoría Histórico Cultural, psicomotor.

INCLUSÃO DO SUJEITO COM NECESSIDADES ESPECIAIS NA ESCOLA: A IMPORTÂNCIA DO PROFESSOR NESSE PROCESSO

RESUMO:

Este artigo procura discutir a importância da Educação Física no processo de inclusão escolar do sujeito com necessidades especiais e toma o professor como sujeito essencial nesse processo. Para a realização dessa discussão, respaldamos-nos nos Projetos realizados junto ao LAR-Laboratório de Atividades Lúdico-Recreativas e desenvolvidas pelos membros do GEIPEE-LAR (Grupo de Estudos, Intervenção e Pesquisa em Educação Escolar e Especial). É importante ressaltar que para a consolidação desse processo, respaldamos nossas ações teórico-metodológicas na Teoria histórico-cultural de desenvolvimento, reconhecendo-a como uma ciência que estuda o ser humano em contínuo processo de desenvolvimento e em decorrência das apropriações culturais que realiza ao longo de sua vida. Também toma-se a psicomotricidade como possibilidade teórico-metodológica, considerando que é também por meio de seu corpo em movimento e na relação com os objetos naturais e culturais, assim como com outros seres humanos, que os sujeitos avançam no seu desenvolvimento e humanização. Considerando essa concepção de desenvolvimento humano e tomando a psicomotricidade na perspectiva histórico-cultural, torna-se importante reconhecê-la como um instrumento científico com condições de contribuir para a definitiva superação da histórica dicotomia corpo-mente, presente na concepção positivista de homem e, nesse sentido, possibilitar a compreensão do ser humano em movimento e na sua totalidade, como síntese de muitas determinações biológicas, culturais, sociais e históricas. Trabalhar o desenvolvimento do ser humano numa perspectiva crítica, incluyente e humanizadora, como se defende nesse trabalho, é criar possibilidades concretas para superação das contradições geradas pela sociedade capitalista, as quais também se refletem e são reproduzidas no interior da própria escola. Enfatiza-se que a Educação Física Escolar, se concebida segundo a perspectiva histórico-cultural e, portanto, crítica e transformadora, ao assumir sua natureza singular de lidar diretamente com a atividade humana no campo prático-teórico e valorizar a linguagem corporal como importante forma de comunicação e manifestação de pensamentos e sentimentos, dentre outras características superiores humanas, abre possibilidades importantes para se avançar em direção à superação da histórica dicotomia mente-corpo e da histórica discriminação da diferença e do diferente na escola.

PALAVRAS CHAVES: Necessidades Educacionais Especiais, Teoria Histórico-Cultural, Psicomotricidade