67 - POSSIBILITIES OF SOCIAL INCLUSION THROUGH A PROGRAM SPORTS EDUCATION: PERCEPTIONS OF EDUCATORS

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INTRODUCTION

The sport education has been used as a process of social inclusion, its base being focused on the integral development of the human being, and not only the formation of the individual as an athlete.

In this sense Rodrigues et al (2013), shows that there has been a significant growth in educational and sports projects focus on social inclusion, understanding sport as an educational one that is according to (BRAZIL, 1998), "practiced in the school systems and in unsystematic ways of education, avoiding selectivity, the hypercompetitiveness of its practitioners, with the purpose of achieving integral development of the individual and their training for citizenship and the practice of leisure.

Corroborating this thread Gomes and Constantine (2005) indicate that the milestone in sport and government relationship occurred via Federal Constitution of 1988 which was passed to recognize sports as a right of all citizens, leaving the state responsible for ensuring this access, so giving rise to the term "social inclusion", meaning access to this sport as a social and cultural good.

And according to Freire and Soares (2000), then this practice should be inclusive, ensuring physical improvements, motor, cognitive, affective and social as cooperation, friendship, promoting social and group identity. Another objective of the social projects of children and young people living in the street, where often these students are likely to approach drug and other elements, thus Lovisolo and Vianna (2011), has been removed then the claim that sport is an alternative activity dominating the street, it is understood that children and young people enjoy the sport and therefore actively participate in projects, Rodrigues et al (2013) corroborate this discussion and also point out that the same aim reversal of poverty, violence and crime, generating further increase in social opportunities through social inclusion and citizenship development.

Another important factor relates to the subjects involved in the education process, which would be teachers and trainees involved in projects where Lovisolo and Vianna (2011) point out that the vision of ourselves in relation to students served was always that all students were poor, and that many of his problems came from their condition.

Santos (1993) conducted a study which showed that there is a consensus among teachers that the socioeconomic level of students affect their learning, and the factors that may strengthen this study is the lack of family support and monitoring that often do not possess due to parental education, or even availability in monitoring the development of their children. In this sense these educational sports programs have offered students opportunities for a close monitoring in order to meet their needs, and it is interesting to see the involvement of teachers and trainees where every goal achieved becomes apparent satisfaction with the work of teachers, and especially when it becomes possible to see that through his intervention was somehow possible to see changes in students served is athletic performance, whether in social relationships or even in critical reflections.

Therefore this study aimed to identify the perceptions of teachers and interns working in a sports cultural program held in the city of Ipatinga with students from the municipal to the importance of this project in the lives of these children and adolescents.

METHODOLOGY

The study included 24 physical education teachers, thirteen females and eleven males, aged between 22 and 52 years (M = 22). All study participants are part of the staff of an educational sports program in the city of Ipatinga, we created a semi-structured interview, aiming to know a bit more about the interviewee, as well as their sports experiences and perceptions about the benefits or losses project done and the possibilities of intervention in the formation of these children and adolescents.

Outcomes

The participant group in the study, eleven are trained in physical education and other trainees are thirteen, seven of them live in communities where the students attended part. When questioned about their sports participation during adolescence, 100% said they participated in some individual or collective sport, another 40% had integrated teams competition, with the main motivators for this practice were parents with 38.23%, followed a school teacher and friends, both with 23.52%.

All teachers indicated the practice of sports as something positive in their lives, favoring the expansion of the network of friends (socialization), improving health and quality of life, beyond the commitment, respect, discipline and responsibility that sport provides.Then began a questioning of the purpose of the project Learning in the view of most teachers and can be best viewed in Table 1.

TABLE 1. Absolute and relative frequency as the teachers' perception of the goals of Project Education Sports.

Table 1 - Absolute and relative frequency of the goals of Project Learn More

Objectives	Frequency	%
Integration / inclusion	18	22,5
Quality of Life / Health	9	11,25
Occupation of downtime	3	3,75
Sport Initiation	7	8,75
Respect / Responsibility	20	25
Social transformation	12	15
Tutoring	9	11,25
Total	80	100

Source: Questionnaire applied in Project Learn More

In view of the teachers, the principal objectives of the Project Learning More were to strengthen the feelings of respect

and responsibility 25%, 22.5% integration and inclusion and social change 15%, and even cited the issue of tutoring that is also one of major objectives of the project which aims to improve the performance and student learning through tutoring in schools and sports practices in a club in town.

Was asked teachers about the needs of their students and can be best viewed in Table 2.

Table 2 - Frequency of teachers 'perception of students' needs Project Learn More

Needs of students	Frequência	%
Affective	12	18,751
Caution / Warning	5	7,81
Social opportunities	14	21,87
School Education	12	18,75
Cognitive Development	8	12,5
Health	4	6,25
Financial	2	3,12
Stimulus	5	7,81
More specific work	2	6,25
Total	64	100

Source: Questionnaire applied in Project Learn More

After the initial time together with these students came to the conclusion that the great needs of these students are caring and education. Teachers are seen by students as friends who are ready to listen to them, and always end up with the same opening as the teacher's testimony: "every day I am amazed they (students) now demonstrate affection and trust, and arrive in confide situations in your day to day, I'm happy to be seen as a friend for them to finish a swimming teacher, "studies Lovisolo and Vianna (2011) and Montenegro (1994) also pointed out that the affective needs as the main needs their students. Was also asked teachers about the qualities of their students, the results can be better visualized in Table 3.

Table 3 - Frequency of the qualities of the students served in Project Learn More

Qualities of students served in Project	Frequency	%
Motivation / Interest / Participation	14	30,43
Joy/ Affection	13	28,26
Discipline/ Respect	4	8,69
Performance	4	8.69
Physical quality	3	6,52
Sincerity	8	17,39
Total	46	100

Source: Questionnaire applied in Project Learn More

The motivation / interest / participation grades were the factors most often cited by teachers with 30.43% of the Project, joy / affectivity were also cited with 28.26% and 17.39% appeared with sincerity, because it is a new project, students have shown great interest in participation in the proposed activities, which have the possibility of practicing sports in appropriate environments as an Olympic swimming pool, a running track, soccer field officers as well as other spaces used by students in the project. Some benefits of sport are already known, and it comes from a sporty design other educational values are perceived during this process, the results of questioning teachers can be best viewed in Table 4.

Table 4 - Frequency of the benefits of sport

Benefits of sport	Frequency	%
Quality of Life / Health	12	16,43
Inclusion / Socialization	14	19,17
Discipline / Respect / Responsibility	17	23,28
Integral development	3	4,10
Self-esteem	8	10,95
Overcoming	8	10,95
Citizenship	1	1,36
Leisure	2	2,73
School learning	5	6,84
Ethics	2	2,73
Perseverance	1	1,36
Total	73	100

Source: Questionnaire applied in Project Learn More

The benefits were most often cited by teachers discipline / respect / responsibility 23.28%, but the inclusion was widely cited by 19.17% and improve the quality of life and health-related aspects of our students attended with 16.43%.

And the ending was asked teachers about the reasons that they perceive as being responsible for the retention of students in the project, given that they are very common dropout rates the same, the results were expressed by teachers in TABLE 5.

Reasons to remain in the Project	Frequency	%
Social integration / Friendship	18	25,35
Activities like	5	7,04
Quality of teachers / Work developed	10	14,08
Interest professionalization	3	4,22
teacher-student ratio of	7	9,85
delight	5	7,04
Learning	12	16,90
Leisure were	9	12,67
Lack of Option	2	2,81
Total	71	100

Source: Questionnaire applied in Project Learn More

Teachers understand that the processes of social integration / friendship are the main factors for this student residence project at 25.35%, the learning factor was also widely quoted 16.90% and the quality of teachers / work with 14.08% similar results were found in the study by Vianna and Lavisolo (2011), where affection comes as a major element in the social inclusion process.

Also interesting to observe the changes perceived by teachers from the moment of arrival of the students in the first weeks of practice to the present day, the vast majority realizes that the students arrived distant, aloof, difficult to comply with rules and relationship between students / teachers / transport and currently are receptive, attentive, devoted some reports of teachers:

> "Many students come with difficulties, including the interpersonal industry, and as regards the practices and currently perceives changes in these behaviors is evident their evolution (Trainee Physical Education)."
> "Students Project demonstrate greater responsibility and respect and greater understanding of social life, facilitating the socialization of the same school, transportation and other activities that are part of the daily life of students (Professor of Football).
> "Without doubt the posture was realized that more changes, now I see the respect and care that treat classmates, teachers. I believe this will reflect in behavior at home and at school (Professor of Capoeira).

The teachers were unanimous in affirming the perceived these students during the course of project development, motivation presented by sports practice, the organization of the proposed activities and future possibilities of learning to be applied in your daily life, makes clear the importance of holding Projects aimed at the integral development of the student, ie beyond sports practice, which aspects, social, emotional, moral, are widely exploited for them to be really worked like whole subject.

FINAL THOUGHTS

The sport is known to be a way to promote integration, including our students, the educational sport has been widely used to facilitate these processes, which should serve to promote the interaction of differences, respect for individuality and appreciation of the potential, being offered to children and teenagers the opportunity of a free circulation of any form of distinction or discrimination, you should still encourage autonomy, cooperation, ie, using sport as a factor of emancipatory education and therefore contribute to critical and reflective subjects.

Being the sport still a way to work the motor, cognitive and social-affective aspects of children, and even a vehicle to promote social interaction and processes of teaching and learning.

The fact that teachers who work in the project have realized the importance of sports in their lives, makes them realize this instrument as positively in the lives of students served, making that encourage the practice and therefore reap positive results of this work unlike findings by Vianna and Lavisolo (2011), who point out that in several studies teachers fail to realize their potential in students for sports growth, do not believe in sport as a means of personal and professional training.

What you may notice is that the process of continuity of these projects are important for the participation and involvement of students feel that the goals are long term can be one of the factors that influenced the future participation of the same, and Lavisolo Vianna (2011) analyze staying for a short period of time this student in the Project may have hampered his effectiveness.

Sporting these educational projects can be seen as a promoter of health and environment of diverse abilities, and can act as possibilities for transformations detected by potential skills of those who have the opportunity to be part of them and that students learn beyond the "play ", learn the skills and values inherent in sports and can transfer this learning to the broader context of life.

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POSSIBILITIES OF SOCIAL INCLUSION THROUGH A PROGRAM SPORTS EDUCATION: PERCEPTIONS OF EDUCATORS.

ABSTRACT

The present study aimed to examine the perceptions of teachers of an educational sporty design of the possibilities of inclusion and the benefits that sports can give participants the same. 24 professional physical education were investigated with a mean age of 22 years, which was observed is that the former professional positive sports experiences makes them see the project as a positive way the lives of the students involved understand the sports as a means to strengthen the feelings of respect

and responsibility 25%, 22.5% integration and inclusion and contribute to social change 15%. Were still the benefits of sports best suited discipline / respect / responsibility 23,28% indicated in the vision of being teachers and students in the permanence of these projects are related to the processes of social integration / friendship 25.35%, being quoted still learning the factor 16.90% and the quality of teachers / work on the project with 14.08%. The teachers were unanimous in affirming the perceived these students during the course of project development, motivation presented by sports practice, the organization of the proposed activities and future possibilities of learning to be applied in your daily life, makes clear the importance of holding projects aimed at the integral development of the student, ie beyond sports practice that respects social, emotional, moral, are widely exploited for them to be really worked like whole subject.

KEYWORDS: social projects, social inclusion, full training

POSSIBILITES DE L'INCLUSION SOCIALE TRAVERS UNE ÉDUCATION SPORTIVE PROGRAMME: PERCEPTIONS DES ÉDUCATEURS.

RÉSUMÉ

La présente étude visait à examiner les perceptions des enseignants d'un design sportif éducatif des possibilités d'inclusion et les avantages que le sport peut leur donner le même. 24 d'éducation physique professionnelle ont été étudiés avec un âge moyen de 22 ans, qui a été observé est que les anciens professionnels expériences sportives positives leur fait voir le projet comme une manière positive la vie des étudiants impliqués comprennent le sport comme un les moyens de renforcer les sentiments de respect et de responsabilité de 25%, l'intégration de 22,5% et de l'inclusion et de contribuer au changement social de 15%. Étaient encore les bienfaits du sport le mieux adapté discipline / respect / responsabilité 23,28% indiqué dans la vision d'être des enseignants et des étudiants dans la permanence de ces projets sont liés aux processus d'intégration sociale / d'amitié 25.35% de, être cité encore à apprendre le facteur 16,90% et la qualité des enseignants / travail sur le projet avec 14,08%. Les enseignants ont été unanimes à affirmer les ces étudiants perçus au cours de l'élaboration du projet, la motivation présentée par la pratique sportive, l'organisation des activités proposées et les possibilités futures de l'apprentissage à appliquer dans votre vie quotidienne, met en évidence l'importance de la tenue projets visant le développement intégral de l'élève, soit au-delà de la pratique sportive qui respecte sociale, affective, morale, sont largement exploitées pour qu'ils soient vraiment travaillé comme sujet ensemble.

MOTS-CLÉS: projets sociaux, l'inclusion sociale, la formation complète

POSIBILIDADES DE INCLUSIÓN SOCIAL A TRAVÉS DE UN PROGRAMA DE EDUCACIÓN DEPORTES: PERCEPCIONES DE LOS EDUCADORES.

RESUMEN

El presente estudio tuvo como objetivo examinar las percepciones de los profesores de un diseño deportivo educativo de las posibilidades de inclusión y los beneficios que el deporte puede dar a los participantes la misma. 24 educación física profesional se investigaron con una edad media de 22 años, lo que se observó es que la primera experiencia profesional de los deportes positivos les hace ver el proyecto como una manera positiva las vidas de los estudiantes involucrados entienden el deporte como un medios para fortalecer los sentimientos de respeto y responsabilidad 25%, la integración y la inclusión del 22,5% y contribuyen al cambio social 15%. Eran todavía los beneficios de los deportes que mejor se adapte disciplina / respeto / responsabilidad 23,28% indicado en la visión de ser los maestros y estudiantes en la permanencia de estos proyectos están relacionados con los procesos de integración social / amistad 25,35%, siendo citado todavía está aprendiendo el factor de 16.90% y la calidad de los profesores / trabajo en el proyecto, con 14,08%. Los profesores fueron unánimes en afirmar los percibidos estos estudiantes durante el curso del desarrollo del proyecto, la motivación presentada por la práctica deportiva, la organización de las actividades propuestas y las posibilidades futuras de aprendizaje a aplicar en su vida diaria, deja en claro la importancia de la celebración proyectos orientados al desarrollo integral del estudiante, es decir, más allá de la práctica deportiva que respete social, emocional, moral, son ampliamente explotados para que sean realmente trabajó como tema general.

PALABRAS CLAVE: proyectos sociales, la inclusión social, la formación completa

POSSIBILIDADES DE INCLUSÃO SOCIAL ATRAVÉS DE UM PROGRAMA ESPORTIVO EDUCACIONAL: A PERCEPÇÃO DOS EDUCADORES.

RESUMO

O presente estudo teve como objetivo analisar a percepção dos professores de um Projeto esportivo educacional quanto às possibilidades de inclusão e benefícios que a prática esportiva pode proporcionar aos participantes do mesmo. Foram investigados 24 profissionais da educação física com idade média de 22 anos, o que se observou é que as experiências esportivas positivas anteriores dos profissionais faz com que os mesmos vejam o projeto como uma forma positiva na vida dos alunos envolvidos entendendo a prática esportiva como um meio de fortalecer os sentimentos de respeito e responsabilidade 25%, integração e inclusão 22,5% além de contribuir para a transformação social 15%. Foram apontados ainda os benefícios da prática esportiva na visão dos professores sendo os mais indicados a disciplina/respeito/responsabilidade 23,28% e que a permanência destes alunos nos Projetos estão associados aos processos de integração social/amizade 25,35%, sendo citado ainda o fator aprendizagem 16,90% e a qualidade dos professores/trabalho desenvolvido no projeto com 14,08%. Os professores foram unânimes em afirmarem a evolução percebida nestes alunos durante a realização do projeto, a motivação apresentada pela prática esportiva, a organização das atividades propostas e as possibilidades futuras de aprendizagens a serem aplicadas em seu dia a dia, deixa clara a importância da realização de projetos que visem o desenvolvimento integral do aluno, ou seja além de práticas esportivas, que os aspectos, sociais, afetivos, morais sejam amplamente explorados para que os mesmos sejam realmente trabalhados como sujeitos integrais.

PALAVRAS-CHAVE: Projetos sociais, inclusão social, formação integral