119 - PHYSICAL EDUCATION IN REGULAR EDUCATION IN SÃO JOÃO DEL REI – MG: TEACHERS' COGNITION REGARDING SPECIAL EDUCATION.

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1. INTRODUCTION

The insertion of students with special needs has been largely discussed in the last years. It has been powered by the coming of The National Education Law Guidelines and bases 9394/96 that recommends the insertion of students who are part of special populations in the classrooms.

The teachers, who previously have only worked with those students considered “normal”, face a new clientele now, those students with special educational needs. For that reason, the educational system is supposed to offer constant and lasting capacities, as well as teachers are expected to visualize other ways to broaden and enrich the process itself in order to suit the new school reality. As previously mentioned, education itself demands professional capacity of working teachers, and questions the educators' training, being a reason for schools to improve and meet the social requirements of no prejudices, discrimination, social, cultural or personal barriers (MANTOAN, 2000). Still, some questions need to be answered: have the educational system and teachers been searching for means and ways of training to work with students with special educational needs? Have those recently graduated teachers found any instructions at higher education to work with students from “special populations”? And how about those teachers who have graduated before this discussion, how have they been dealing with it?

Intending to promote the topic discussion, the following research has been conducted in both Public and Private Schools in São João del Rei/MG. It included 7 (seven) estate schools, 2 (two) municipal schools and 3 (three) private schools. Data was gathered from May 16th 2011 to June 10th 2011, involving 15(fifteen) Physical Education Teachers who teach groups from 6th to 9th grades in fundamental education, and 2 (two) of them have been working both in public and private schools at the same period.

This way, the present research is meaning in analyzing the perception of Physical Education teachers who teach children and adolescents from 6th to 9th grades (previously 5th to 8th grades) of fundamental education in regular education in São João Del Rei/MG, regarding school inclusion.

2. JUSTIFICATION

Considering that Education, according to the Constitution of the Federative Republic of Brazil[7], is: a right of all and a duty of the estate; all Brazilians, especially children, are expected to have access to it and this must happen the best way possible. According to LDB 9394/96[8] and emphasized by Souza et. al. (1997), students with special needs must be provided with the same educational rights of those students considered “normal”, and when necessary, with the specialized support by the regular school, to meet their demands.

The right to leisure, sports and physical activities practice legally reserved in our society and that represents the educational system framework, also serves as reference to support the present study which focuses all the people in general.

On the other hand, daily observations show that in many cities of the country, clear law requirements are not always met. And that encourages us to confirm the real conditions of special education in the city of São João Del Rei, which is founded in the region of Campo das Vertentes, where there are more than 80 thousand people (according to 2010 CENSO[9]), and that there is a large number of students with special needs already attending school or about to do it.

The aim of this study is to observe how the practice of physical activities has been provided in the lives of those students with special needs, considering that school is a place where students may have direct body practice contact for offering a specific subject that will be able to supply not only the first contact but also the development and insertion of students in sports and other leisure activities.

3. METHODOLOGY

According to this study's characteristics, one can affirm that it follows the quantitative approach and fits the requirements of descriptive researches. As stated by Ferreira (2009, p. 17), descriptive researches “aim the description of a population's features or phenomenon or the institution of a relation involving variables”.

3.1 Sample

15 Physical Education teachers of regular school in São João Del Rei have been interviewed, 8 of those work in estate schools, 4 work in municipal schools and 5 work in private schools, teaching children at grades 6th to 9th. All the evaluated teachers have graduated in Physical Education. 10 teachers of the group had students with any kind of limitation concerning their regular physical education classes, and all of them, had previously experienced teaching students with special needs

3.2 Procedures

To analyze the Physical Education Teachers' perceptions concerning the attendance of students with special needs in their regular classes, a questionnaire was addressed (attachment 1), and it has been adapted from original models of specialized literature (GORGATTI et. al., 2004). This questionnaire wants to validate the teachers agreement or disagreements with the presented questions, although it offers 4 different answers: I totally agree (completely in favor of the affirmative), I agree almost totally (in favor of the affirmative but with reservations), I disagree almost totally (denies the affirmative but with reservations), I totally disagree (completely against the affirmative), and teachers were supposed to choose only one answer.

However, before the listed questionnaire (GORGATTI et. al., 2004), six previous questions intend to identify: a) the sort of school the teacher works in, b) the teaching level he works with, c) how long ago the teacher has graduated, d) the relation between his career and special education, and e) his experience with students with special needs.

The questionnaire, which has been adapted by Gorgatti et. al. (2004, p. 67), follows the next requirements: questions from 1 to 5 mean to verify how the teacher evaluates his special populations and his wish to pursue this knowledge area.

Questions from 6 to 9 refer to the teacher's perception about how the other students accepted their classmates with special needs in the Physical Education classes. Questions from 10 to 12 discuss the way the teacher evaluated the school's condition to host students with special needs in regular education programs. The teachers have been asked not to identify themselves in the test, not even the names of the schools, so that the answers could be the most realistic as possible. The answers to the tests have been analyzed considering the relative frequency (%) of their incidence.

4. RESULTS AND DISCUSSION

Those teachers who did not have students with special needs in their present classes should choose their answers according to their expectations with reference to inclusion in their schools. These answers are synthesized in TABLE1.[10]

Table 1 – Table of frequency with answers from Physical Education Teachers with reference to the schools they teach in.

QUESTIONS PRESENTED IN THE RESEARCH	Schools in General	Estate Schools	Municipal Schools	Private Schools
Teachers who have admitted having knowledge enough to deal with students with special needs.	41,18%	37,5%	75%	20%
Teachers who consider themselves able to remedy knowledge deficits and/or tasks performance of the students with special needs.	41,18%	37,5%	50%	40%
Teachers who consider themselves able to manage the behavior of students with special needs.	47,05%	50%	50%	40%
Teachers who report they like having students with special needs attending their classes.	94,12%	100%	75%	100%
Teachers who intend to take courses or lectures in Special Education.	88,23%	87,5%	100%	80%
Teachers who believe that integrated education process is effective for students with special needs.	88,23%	87,5%	75%	100%
Teachers who believe that integrated education process is effective for students considered normal.	88,23%	100%	50%	100%
Teachers who believe that children with special needs would be well accepted by their classmates considered normal.	76,47%	75%	100%	60%
Teachers who believe that students with special needs would be humiliated by their classmates considered normal.	17,64%	12,5%	0%	40%
Teachers who believe that their schools do not provide enough instructional tools to teach students with special needs.	94,12%	100%	100%	80%
Teachers who have reported th at their schools do not have all the support service they need to teach students with special needs.	82,35%	87,5%	100%	60%
Teachers who have reported a lack of sufficient funds for the acquirement of tools which are essential to plan activities and work with students with	70,58%	75%	100%	40%

Source: Questionnaire addressed by the researcher

As observed in table 1, 41,18% of the questioned teachers consider themselves prepared to deal with students with special needs in their classes, even if preparatory courses supposed to help teachers with these groups have been offered by the government.

However, the answers have presented a different relation when it comes to the origin of the teachers: private, estate or municipal schools. According to the results, 37, 5 % of the questioned teachers from state schools feel prepared to deal with students from special populations, while in municipal schools the percentage is 75% and in private schools that is 20% of the interviewed teachers. These figures indicate that teachers from municipal schools are the ones who feel more prepared to deal with students with special needs.

Regarding the capacity to remedy the knowledge deficits or tasks performance by the students, the percentage of teachers who believed they were able to accomplish these aspects was kept the same. However, when the teachers were separated in types of schools, there have been differences. In estate schools, 37, 5% of interviewed teachers consider themselves able to offer suitable education to their students with special needs; in municipal schools, this percentage is 50% and in private schools 40% of the questioned teachers feel prepared to deal well with those students.

Teachers were also questioned about their ability to manage the special students behavior. The research revealed

that 47, 05% consider themselves ready to manage those students behavior. The analysis of different schools separately, has shown that 50% of estate and municipal school teachers have that opinion and 40% of private school teachers, too.

An interesting fact is that, although a great number of teachers do not feel ready to work with those students with special needs, the most of them (94,12%) like or would like to have those students attending their regular classes. In different sorts of schools, 100% of estate and private school teachers have reported enjoying having students with special needs in their regular classes, and curiously, 25% of teachers in municipal schools have reported the opposite opinion.

This study has also revealed that most of the teachers are concerned about improving their professional performances with those students since 88,23% of interviewed teachers have reported a wish to attend courses and lectures about teaching methods for students with special needs.

The previous figures mentioned are similar to a Lamaster et.al. study, presented by Gorgatti et. al. (2004), in which 6 teachers of regular education with students with any kind of limitation in their classes have been interviewed. According to his conclusions, the teaching styles and ways to promote students' integration had varied quite a lot; at the same time, all the professionals have reported some kind of frustration for not succeeding a better work with special kids. Those negative impressions were assigned to the school coordination and the lack of specific information about special needs. Teachers have reported unstable professional training and not having being encouraged to take specialization courses.

Another similar study presented by Gorgatti et. al. (2004), Gilberts et. al., analyzed teachers who have worked in regular classes and special classes. The author has found remarkable differences in educational propositions' focuses and also in the educational philosophy. As determined by the study, teachers should get professional training to standardize pedagogic and curricular propositions to both situations, meaning that all the students were offered the same programs and opportunities. These differences in teachers' competencies could explain the difficulties they have when they teach students with special needs.

Preceding the analysis of results in São João Del Rei, another part of the study wanted to examine how the teachers felt the interaction between “normal” and special students.

In regard to the benefits provided by the inclusion in Physical Education classes, 88, 23 % of the interviewed consider that this situation is beneficent for students with or without special needs.

Seeking the teachers views regarding their students' opinion about inclusion, other two questions have been addressed. The questions examined how the teachers analyze the students' interaction. For 76, 47% of the interviewed, children with special needs are well accepted by the classmates considered “normal”. In different types of schools, most of the teachers affirm that students with special needs are well accepted by their classmates. In percentages, we had the following results: 75% of estate school teachers, 100% of municipal school teachers and 60% of those private school teachers have agreed with the statement.

On the other hand, when asked about the chances of humiliation by “normal” students to special students, we have noticed that 17, 64% of the teachers believe it could happen in schools. According to the figures, 12, 5% of interviewed in estate schools and 40% of private school teachers have already experienced that situation in their classes. But in the municipal schools, there has not been any considerable situation, considering that none of the teachers agreed with the statement.

These figures are similar to the ones found in Gorgatti et. al. (2004) study, where authors have reported that 90% of teachers interviewed agreed that this process happens naturally without any humiliation to the students.

Finally, the last part of the study examined the way teachers realized the schools promptness to work with the inclusion proposition.

The questions around this topic have discussed features such as structural adjustments, suitable material and supporting professionals.

About instructional tools necessary for the education of students with special needs, 94, 12% of interviewed teachers believe that their schools do not have the suitable structure to host this group. The only teacher who has totally agreed with that statement came from a private school.

Teachers have also been asked if they could find in their schools support service represented by doctor, psychologist, and speech therapist as well as assisting professionals to better perform education for students with special needs. According to the figures, 82, 35% have reported that schools did not provide that support. In all the different sorts of schools, most of the teachers have reported a lack of service support essential to teach students with special needs. The municipal school teachers have all shown their abandonment in regard to support professionals. In estate schools, this percentage was 87, 5% of interviewed teachers and in private schools, and 60%.

The last question about schools, according to the teachers' views, was about the possible existence of sufficient funds for material acquisition intended for planning and development of special classes. The results obtained in general show that 70, 58% of teachers interviewed believe there are no sufficient funds for their schools. However, when the schools were analyzed separately, we could notice that this issue is larger in public schools, since 75% of teachers in estate schools and 100% in municipal schools have totally disagreed with this statement. In private schools, this percentage was 40%. These numbers suggest that in private schools the great difficulty for inclusive education can be represented by teachers' training. Not only the lack of information, but also managing their classes, given that most of the private schools analyzed offer funds for equipment acquisition to develop special education.

5. CONCLUSION

The present study has aimed the investigation of teachers' perception regarding special education. For that, a questionnaire has been adapted from original models of special literature and addressed to 15 teachers of 12 different schools in São João Del Rei /MG. The questionnaire was meant to identify the way teachers realized their awareness to deal with students with special needs, how the teachers noticed the relationship between students considered “normal” and students with special needs and their perceptions regarding school conditions to join to an inclusive educational proposition.

At the end of the study, different tendencies could be observed along with teachers from private and public schools. When it comes to self knowledge evaluation, public school teachers seem to be more trained to work with students with special needs.

This information is even more relevant when results show that the percentage of teachers who consider themselves ready to work in special education in municipal schools at least doubles the levels of estate and private schools. The general analysis concludes that in many cases, teachers do not feel confident to deal with students with special needs, although it is a compulsory activity. In contrast most of the teachers from the three sorts of school like or would like to have those students attending their classes.

It was also noticed that most of teachers interviewed have realized the benefits of the inclusive practice for students

with special needs as well as for those considered “normal”. However, a considering percentage of teachers acting in private schools also believe that students with special needs could be humiliated by their “normal” classmates.

This study also showed that schools still have a long way to go before offering ideal conditions to receive the “special population” of children and adolescents, and that represents a limitation for the efficient work of teachers, especially in public schools, where this feature is even more complex.

It is important to bounce that this study has involved a considerable portion of schools in the city of São João Del Rei, although the whole educational system could not be examined, given the short time to perform the research and the short number of researchers which have represented difficulties to collecting data from other schools in the region. Consequently, it is suggested the expansion of this study to a larger population of physical education teachers so that the figures may be correlated with age range, sex, type of school (private or public) and period of teachers' practice.

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PHYSICAL EDUCATION IN REGULAR EDUCATION IN SÃO JOÃO DEL REI – MG: TEACHERS' COGNITION REGARDING SPECIAL EDUCATION.

ABSTRACT

This study has the purpose of analyzing teachers' cognition at Physical Education in regular Education in São João del Rei/MG, regarding to the inclusion of students with special educational needs. Using the questionnaire adapted by Gorgatti et. al. (2004, p.67), from original models of the specialized literature, there was the application of this tool for seventeen teachers of Physical Education, twelve of the public network and five of the particular. This questionnaire involved three aspects: (a) how teacher evaluates his knowledge to deal with children with special educational needs, (b) how teacher understands the acceptance of these children by fellow "normal", and, (c) how the teacher evaluates the conditions of his school for joining the proposal of inclusive education. The results indicate that 41,18% of the teachers believe that their knowledge to deal with special children are enough and about 94,12% of the interviewed like or would like to work with the proposal of inclusive education. Thus, 88,23 % of teachers believe in the benefits of inclusive proposal for all children, however, 94,12 % believe that their schools are not prepared to receive special children. At the end of the study is possible to observe different trends responses among the teachers from the public system and from private schools network.

KEYWORDS: Teachers. Students with special educational needs. São João del Rei/MG.

L'ÉDUCATION PHYSIQUE ET LES ENFANTS HANDICAPÉS DANS LES ÉCOLES RÉGULIÈRES À SÃO JOÃO DEL REI/MG: REPRÉSENTATIONS CHEZ LES ENSEIGNANTS SUR LEUR RAPPORT AVEC L'ÉDUCATION SPÉCIALISÉ.

RÉSUMÉ

Le présente étude a eu pour objective principal faire une analyse sur les représentations chez les professeurs d'éducation physique sur l'inclusion des élèves handicapés aux classes d'éducation physiques. On a utilisé comme instrument pour accéder ces représentations le questionnaire adapté par Gorgatti et al.(2004. p. 67). Tel questionnaire est composé pour trois champs d'investigation: a) les représentations du professeur sur ses connaissances pour bien travailler avec des enfants handicapés ; b) comment les professeurs jugent que ces enfants sont regardés ou quels sont les rapports entre les enfants dits "normaux" et les handicapés ; c) quelle est l'évaluation de la part des professeurs sur les aspects physiques et environnementaux pour que ses écoles puissent offrir des conditions efficaces à une vraie inclusion. On a eu l'administration de dix-sept questionnaires, douze dans les écoles publiques et cinq dans les écoles privées. Les résultats ont indiqué que 41,18 % des enseignants croient que ses connaissances sont déjà sufficentes pour avoir un rapport efficace avec les enfants handicapés. La grande majorité des professeurs (94,12 %) aiment ou aimerait travailler dans une proposition inclusive d'enseignement. La plupart des professeurs (88,23 %) croient vivement aux bénéfices dérivés d'une proposition éducatif d'inclusion mais, par contre, 94,12 % entre ces mêmes éducateurs jugent que ses établissements écoliers ne sont pas encore bien préparés pour recevoir ces enfants. On doit remarquer, aussi, qu'il a eu de réponses variées entre les professeurs que travaillent dans les écoles privées et publiques.

MOTS CLEFS: éducation physique, enfants handicapés, São João del Rei/MG.

LA EDUCACIÓN FÍSICA EN LA ENSEÑANZA REGULAR EN SÃO JOÃO DEL REI /MG : PERCEPCIONES DE LOS PROFESORES EN RELACIÓN A LA EDUCACIÓN ESPECIAL

RESUMEN

Este estudio tuvo como objetivo analizar las percepciones de los profesores de Educación Física de la red regular de enseñanza de São João del-Rei/MG, a respecto de la inclusión de alumnos con NEE's (Necesidades Educacionales Especiales) en las aulas de Educación Física regular. Utilizandose del cuestionário adaptado por Gorgatti et. al. (2004, p. 67), de los modelos originales de la literatura especializada, se realizó la aplicación del referido instrumento para, diecisiete profesores de Educación Física, doce de la red pública y cinco de la red particular. Este cuestionário abordó tres aspectos: a) como el profesor evalúa sus conocimientos para tratar con niños con necesidades educacionales especiales, b) como el profesor percibe la aceptación de esos niños por los colegas llamados “normales”, y, c) como el profesor evalúa las condiciones de su escuela para adherirse a la propuesta de la educación inclusiva. Los resultados indican que el 41,18% de los profesores creen que sus conocimientos

para tratar con niños especiales son suficientes y que el 94,12% de los entrevistados les gusta o les gustaría trabajar con la propuesta de educación inclusiva. De esa forma, el 88,23% de los profesores creen en los benefícios de la propuesta inclusiva para todos los niños, sin embargo, el 94,12% piensan que sus escuelas no están preparadas para recibir niños especiales. Al término del estudio es posible de igual modo observar tendencias diferenciadas de respuestas entre los profesores de la red pública y los de la red particular de enseñanza.

PALABRAS CLAVES: Profesores. Alumnos con NEE's. São João del-Rei/MG.

A EDUCAÇÃO FÍSICA NO ENSINO REGULAR EM SÃO JOÃO DEL-REI/MG: PERCEPÇÕES DOS PROFESSORES EM RELAÇÃO À EDUCAÇÃO ESPECIAL

RESUMO

Este estudo teve como objetivo analisar as percepções dos professores de Educação Física da rede regular de ensino de São João del-Rei/MG, a respeito da inclusão de alunos com NEE's (Necessidades Educacionais Especiais) nas aulas de Educação Física regular. Utilizando-se do questionário adaptado por Gorgatti et. al. (2004, p. 67), dos modelos originais da literatura especializada, realizou-se a aplicação do referido instrumento para, dezessete professores de Educação Física, doze da rede pública e cinco da particular. Este questionário abordou três aspectos: a) como o professor avalia seus conhecimentos para lidar com crianças com necessidades educacionais especiais, b) como o professor percebe a aceitação dessas crianças pelos colegas ditos “normais”, e, c) como o professor avalia as condições de sua escola para aderir à proposta do ensino inclusivo. Os resultados indicam que 41,18% dos professores acreditam que seus conhecimentos para lidar com crianças especiais são suficientes e que 94,12% dos entrevistados gostam ou gostariam de trabalhar com a proposta de ensino inclusiva. Dessa forma, 88,23% dos professores acreditam nos benefícios da proposta inclusiva para todas as crianças, entretanto, 94,12% julgam que suas escolas não estão preparadas para receber crianças especiais. Ao término do estudo é possível de igual modo observar tendências diferenciadas de respostas entre os professores da rede pública e os da rede particular de ensino.

PALAVRAS CHAVES: Professores. Alunos com NEE's. São João del-Rei/MG.