125 - INCLUSION: A QUESTION FOR THE EXERCISE OF THE CITIZENSHIP

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The system over time - for many reasons - promoted inequality, and, above all, its mode and time brought much more the interests of the dominant classes. In this social context transformation and issues related to individual and collective lives are being designed by a minority, creating imbalances such as: conflict, oppression, injustice and suffering on behalf of "progress", constructing itself then the highlight of the bourgeoisie, and , in contrast to the exclusion of the population favored economically. Currently if you live in a time of changes produced by globalization, a society of consumption and information, marked by competition, technological and scientific advances, but at the same time the company seems incapable of promoting the changes as necessary to reverse this picture of neglect, celebrating commitment to the minimization of inequality that means a commitment to the lives of human beings.

That nurture a reflection on the need for daily construction of a dignified and humane society, which seeks to address the inequalities that rigor seems to have been drawn from the differences. These are healthy because they identify us as individuals, which is meant not to fit as a justification for the establishment of inequality. As part of this society lies in the family and schools as institutions that enable the formation of the child.

It is important to the family's social emotional bond, which sometimes appear to be trivialized by seeking answer any questions relating to purchasing power, leaving in their conduct of values and attitudes of children. It is believed that school in turn, plays key role in the formation of citizenship, being an institution that context determines its profile and events and should happen in an organized fashion. Accordingly describes Gonçalvez (1997, p.32)

The school is a social institution and as such is in a dialectical relationship with society as it falls. At the same time that reproduces the existing structures of domination in society, and there is a space where you can fight for social change.

It is understood that the school can enable social transformation, through the educational processes involved in educational practices, however it appears that the neglect of the family, leave the child at the mercy of the education provided in schools that in turn, eventually assuming the function of transmitting knowledge, values and attitudes. Considering that this situation can generate contradictions in the school, which include the teacher with the primary role of producing knowledge and build relationships, a condition historically produced the "mission", and that without him it is not school. As Cunha (1994, p. 24) "The teacher at school is, at once decisive and determined. Just like the way they act and to be, given the influences of the school environment, it also influences the same environment. " It is understood that much of the work is expected of it, even to deal with problems of the school, which seeks to understand the reality school at the same time, produce knowledge to improve, participation and integration of the school community in the school's educational project .

Considering that, we can not relegate the right of children to be included in society, making the school able to provide moments of interaction and learning inclusive and coexistence for both children so-called "normal" and for the carriers of some " disabilities ", seeking cultural respect, racial and religious differences. According to Ministry of Education (2007, p. 7):

The issue becomes complicated when we face the reality of the same society, which demands solutions to sustain and viability for its own plurality is not an inclusive society. To know how far this institution created to rule the coexistence among men tend to reinforce the discrimination and create territories that classify and prioritize citizens precisely from the differences. People with disabilities, with historically syndromes are identified as social stops according to a set of equalities more or less constant that ultimately define their place in society: instead of exclusion.

Thus, it is believed that there is the need for an awakening even more effective and concrete from the people for a real awareness of the importance of inclusion in all directions. Because the differences mean growth and maturation, sharing responsibilities in this society, there is precisely the need to seek the establishment of inclusive public policies added to the respect and communion for social equality.

2 Special Education in a Perspective Regulamentation

One of the first guiding documents to be cited to install educational processes in the area of education, adapting itself to Special Education and trace paths for it, the Declaration of Salamanca, as Ministry of Education (2005, p.15):

We the delegates of the World Conference on Educational Needs and representing 92 governments and 25 international organizations gathered in the city of Salamanca, Spain, between June 7th and 10th, 1994, reaffirm our commitment to this Declaration, our commitment to Education for All, recognizing the need and urgency to provide teaching in the common system of education to all children, youth and adults with special educational needs, and we support also the Line of Action for the Needs of Special Education, whose spirit, reflecting in its provisions and recommendations, to guide organizations and governments.

It is of great educational value that mechanisms be created to improve education as a whole, making the inclusion of a perspective of integration, specifically for this customer, to meet children with special needs, realizing that the Education is a right for everybody.

Highlights Ministry of Education (2005, p. 16):

All children of both sexes, has the fundamental right to education, and that they should be given the opportunity to achieve and maintain an acceptable level of knowledge; Each child has characteristics, interests, abilities and needs of learning by his own ; Educational systems must be designed and implemented programs in order aimed at the whole range of different characteristics and needs; People with special educational needs must have access to that common schools should integrate them in a centralized education in children, able to meet these needs; Regular schools , with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities build an inclusive society and provide education for all and additionally, provide an effective education for most children and improve the efficiency and, certainly, the cost benefit of the educational system.

Considering that the education under this approach requires a reflection of government bodies and by extension to professionals involved in different contexts, allowing equal opportunities for all. Highlights Ministry of Education (2005, p. 28);

It will be Priority to prepare manuals and organize seminars for local managers, supervisors, principals and teachers, aiming to give them the ability to take office within that framework policies, to assist and train the teaching staff with less

experience.

The issue of inclusive policies to be a constant concern, especially for government agencies, which must draw up planning, enabling mechanisms participatory and decentralized, structured guidelines for an inclusive society. According to Ministry of Education (2005, p.7):

In this context the school is not so different. As an expressive territory of institutional culture in which it arose, the school suffers pressure to keep up with the new times and better cope with the diversity of the public who should attend. An audience of "apprentices of citizenship" that, to exercise it, want more than the mere right of expression. But an audience full of specifics that, if not met, received and answered on their differences never make the school one of the possible areas in which the pursuit of an inclusive policy contributes to build a more just society.

About the school and community school lies the importance and responsibility to seek the involvement of any grounds. It is known that an interdisciplinary team should be formed to rethink about the teaching practices for inclusion in various areas of knowledge, because the complexity of issues encountered in everyday life, is not to know the student, but live, seek solutions , meet and adapt to different rates of learning, ensuring high-quality education. Children with special needs presented to the school community, seem to be different, defined, according Ministry of Education (2005, p. 43):

From this perspective it defines as those with special needs student who "... by submitting their own needs and different from other students in the field of learning curriculum corresponding to their ages, learning resources and requires specific educational methodologies. "The classification of these students, for the purpose of priority in attending educational specialist (preferably in the network of regular education), shows the policy and to emphasize to students with: mental retardation, vision, hearing, physical and multiple; pipelines and typical superdotation.

Please note that the State System of Education should ensure suitable curriculum to reflect the diversity and promote access and permanence.

One of the weaknesses included in the Policy Document subsidiary of inclusion that allows greater understanding on this issue, gives emphasis, the Mental Disability, as Ministry of Education (2007, p.12):

Mental disability is a mental disorder regard, specifically, the cognitive functions. However, both the other structural aspects as the instrumental aspects can be changed. But what characterizes the mental disability are lacks and changes in mental structures of the knowledge. The definition and understanding of these difficulties can be made from different eyes, which will separate the consequences of those practices that are dedicated to work with them.

It is worth emphasizing that the teacher should be aware of the responsibilities of teaching also on inclusion, acquire knowledge on the subject matter and seek to find out about the laws of inclusion, because students with special needs should be integrated in regular schools, such as , The Resolution No. 2, September 11, 2001, as Ministry of Education (2005), establishing national guidelines for Special Education in Basic Education, deals with the regulations in the education and care Specialized Education. And, according to Resolution No. 112 EC-SC, sets standards for Special Education in State System of Education of Santa Catarina, which cites the deficiencies referenced above, and says in paragraph 1, that the power of public schools and private enterprise should be available on the network scheduled when necessary Teacher Education: Interpreter, Bilingual, Instructor of the tongue signals Brasileira de, Second Teacher in Class, Accompany Therapeutic, Technical Area Health, Education Customer Service Specialist (Saed), Office of Specialized Services (SAESP). Advice systematic schools, regardless of the administrative sphere with estimates of resources to move between units of vocational school. Cites among other steps in Paragraph 2, the class of education, when the registration of four students, that treats this resolution will be applied a reduction of five students, according to the plan of registration issued by the secretary of State for Education . Points out that regulations regarding the quality of Inclusive Education has been created and listed by government agencies, however, it seems that little has been found in relation to compliance with these regulations, as suggested Ministry of Education (2005, p. 81):

The current situation is that the educational system shows difficulties in complying with special education needs of students in regular schools, especially those who have superdotation, disability or conduct typical of syndromes, which are likely to need support for their education.

It is known that the training of teachers should be continued and that permeates the practice with students from interdisciplinary work with a permanent team of support, seeking suitable curriculum and training of educators involved theoretical practices to meet the diverse clients, internalizing knowledge necessary to implementation the realization of inclusion. Therefore, it is not only to achieve the inclusion of children who present special needs, but to initiate an educational process and collective search reflexive who understand and support the educational function of school as a whole, to operate processing, promoting expansion of discussion public policies for social inclusion, in which it is expected the development of an inclusive society with a view to citizenship.

3 FINAL CONSIDERATIONS

Today we talk a lot in Special Education, however the access of children to school should be easy. Children enrolled in elementary school, and that show typical pipelines, which could delay the specialized care to these children since the diagnoses take considerable time to be prepared by multidisciplinary teams.

It can be said that Physical Education Professionals play an extremely important role in the school ahead of the reality presented. It has assumed responsibility, enabling specially corporeity the improvement of these children, the development of physical, emotional and cognitive, with a view of respecting the other, of autonomy and freedom that can be built into an affective social being, can understand the differences between being in a just and fraternal society. Punctuation is the importance of fostering an environment of peace, harmony and playful, allowing the acquisition of values and attitudes and can verify changes in behavior, since establishing ties of friendship is encouraging socialization, purchasing habits, hygiene and understanding the routine tasks of living in the middle school.

It is necessary to rethink education policies, based on education which values the educators and to support educational guidelines for the work, allowing formation of an inclusive society. It seems difficult the route to be followed by teachers mainly to the series started, because to them it is the challenge of providing experiences and expertise to students in the school tutorial and may contribute to the transformation in the educational context, showing tolerance and affection in adversity, because it is believed that the access of these children in educational schools is essential, because of socialization and the integral development of the same, which realizes that our lives make a difference, but it also lack a structure that promotes public policies inclusive, training of professionals, covering theoretical content, teaching resources, and manpower in the search for equal opportunities.

In this sense, society as a whole must engage in this work, seeking to solidify conquest of citizenship to which

everyone is entitled.

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ABSTRACT

This study has the purpose of making the reflection about social inclusion, specially in those people with special needs in the school environment. Also it intends to point out the importance of the access and permanence of the same ones in regular education, in a perspective of integration and socialization, based on discussions and excellent and important documents. On the other hand, it tells - based in innumerable occurrences - to the lack of more consistent, systemic and permanent actions, besides the necessity of the implantation of more great political inclusive that make better learning possible , and that it offers in fact equality chances for all. In this dimension, it seems to be reserved to the professional of Physical Education, the mission of trying to develop, through activities multi and trans-disciplinaries, through disciplines, the formation of a most integral the human being, having as his objective the promotion and exercise of the citizenship.

KEY WORDS: Physical Education, Children, Multi and Transdiscliplinaire.

RESUMEN

Este estudio tiene el propósito, para provocar la reflexión sobre la inclusión social, especialmente para las personas con necesidades especiales en la escuela. Ellos también quieren hacer hincapié en la importancia del acceso y la permanencia de ellos en la educación, en términos de integración y socialización, sobre la base de los debates y los documentos pertinentes e importantes. Además, los informes - con bases en muchos casos - la falta de acción más coherente, sistemática y permanente, además de la necesidad de un despliegue más rápido de políticas inclusivas que permitan un mejor aprendizaje, y ofrece de facto la igualdad de oportunidades para todos. En esta escala, parece estar reservado para la formación de la Educación Física, la tarea de tratar de desarrollar, a través de múltiples actividades y transdisciplinario, a través de la disciplina, la formación más plena de los seres humanos de lo posible, con el objetivo de la promoción y ejercicio de la ciudadanía.

PALAVRAS LLAVE: Educación Física, Niño, Multi y Transdiciplinar.

INCLUSÃO: REFLETINDO A CERCA DO EXERCÍCIO PARA A CIDADANIA.

RESUMO

Este estudo tem como propósito, provocar a reflexão sobre inclusão social, muito especialmente das pessoas portadoras de necessidades especiais no âmbito escolar. Também se pretende salientar a importância do acesso e permanência dos mesmos no ensino regular, numa perspectiva de integração e socialização, fundamentadas em discussões e documentos relevantes e importantes. Por outro lado, relata com bases em inúmeras ocorrências a falta de ações mais consistentes, sistêmicas e permanentes, além da necessidade para a implantação mais célere possível de políticas inclusivas que possibilitem melhor aprendizado, e que ofereça de fato igualdade de oportunidades para todos. Nessa dimensão, parece estar reservado ao profissional de Educação Física, a missão de procurar desenvolver, através de atividades multi e transdisciplinares, através da disciplina, a formação mais integral possível do ser humano, tendo como objetivo a promoção e exercício da cidadania.

PALAVRAS CHAVE: Educação Física, Criança, Multi e Transdisciplinar.