193 - REFLECTING THE INCLUSION OF SOCIAL PEOPLE WITH VISUAL DISABILITY: HOW A PHYSICAL ACTIVITY CAN CONTRIBUTE

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Introduction

According to Costa et al (2007), disabled people for centuries were subjected to social exclusion in any activity, because they were deemed invalid, useless to society and unable to work.

Social inclusion is a bilateral process, the people who are still excluded from society and solve problems together trying to determine effective solutions and the assimilation of opportunity for all (Sassaki, 1997).

Marques (2008) considers it important that people with disabilities are viewed by their ability, not the disability. Costa et al (2007) agree and believe that inclusion is the legitimate needs of everyone from / to be included, which is independent of ethnicity and / or culture and / or sexual orientation and / or disability.

Inclusion is a new paradigm of thought and action in order to include all individuals in a society (Borella and Denari, 2007). For Alves (2003), any individual can be included, since we all have a duty to engage, join and lead the person with disabilities to be another to add to the growth of all. The human diversity and individual differences enrich the lives of everyone involved, and, when fully represented are the portrait of an inclusive society (Sassaki, 2003). Costa et al (2007) points out that thinking in diversity is thought to the possibility of living together, even if there are differences, but also strengthens the diversity and allows for overcoming inequalities caused by unfair discrimination.

Alves (2003) points out that in order to start the possibility of inclusion of persons with disabilities, it is necessary that these are not observed only by their difficulties, defasagens or disability, but rather by his feelings, desires, emotions and dreams. A disabled person is a being who thinks and, above all feel. Only then, that the recovery is to be complete. But for Goffman (1963), the individual always stigmatized this insecure on attitudes and thoughts of normal for him. And, often stigmatized the individual can remain in a defensive cover, or if they return behaving so aggressively, to be discredited in front of a world not receptive.

Paradigm of social inclusion

It is peaceful today, that people with disabilities have the right to opportunities for recreation, sports and tourism as part of their development and well-being full. And why not join activities that people with and without disabilities (Sassaki, 2003). For Sawaia (2001) the fragilizações ties in the world of social reactions, such as family, neighborhood, community, institutions, may cause disruptions that lead to social isolation and loneliness. Norbert Elias (2001) agrees to say that never before people have died so quietly and so on terms favorable to solitude, as today.

Costa et al (2007) show that social inclusion will only occur through the educational practices in which diversity can be seen, experienced and tested. It must be the object of our attention not only discuss about disability, but as better understand and respond to people with disabilities (Marco, 2006).

Sawaia (2001) stresses that inclusion is an illusory nature, because it excludes the company to add, and this transmutation is a condition of unequal social order. Costa et al (2007) disagree, because they believe that social inclusion is not utopia, it is a process able to be done, and it is possible that differences are not seen as obstacles, but an attribute sum in the construction of collective citizenship.

Alves (2003) points out that order to include it must have some respect and desire to develop the individual in all aspects of the process of social adjustment: show what to do, and with whom to use his body, causing the person with disabilities not only learn a specific activity, but that this activity is adapted and processing. This body should be applauded and poor admired for its possibilities and not the disability and absences (Marco, 2006). Goffman (1963) points out that the company believes that the individual with a stigma is not completely human, therefore, makes several types of discrimination and often without thinking, I acted on a misconception. For example, in relation to the blind, some people hesitate to touch or guide the blind, others generalize the visually impaired as a failure, considering the blind and deaf and crippled. Sawaia (2001) says that the trick to reveal the exclusion is necessary reflection on daily life, conscience, affection, intersubjectivity, identity, social representation and a way of life.

In an attempt to explain the process of social inclusion,

Alves (2003) adds that the inclusion also refers to the inclusion of the individual with himself, the acceptance of their limitations, the awareness of its current capabilities and the construction of the development of their skills. Sawaia (2001) agrees by saying that inclusion is not a state but a process that involves a man in full and their relations with others. Soares (2004) says that the struggle of people with disabilities is a challenge them, the family and society they are inserted.

The company creates problems for people with disabilities causing them to failure in the performance of social roles as restrictive environments, policy discriminatory, prejudiced attitudes, "patterns of normalcy," misinformation about the needs and rights of persons with disabilities, etc. discriminatory practices. , Therefore it is for this society to eliminate physical barriers, programmatic and attitudinal for people with disabilities can have access to information and goods needed for their personal development, social, educational and pedagogical (Sassaki, 1997).

Even today, people with disabilities continue to be considered mere spectators rather than actors, barriers still exist due to a large extent, the attitudes, the myths and misconceptions about the goals, abilities and needs of persons with disabilities (Sassaki, 1997). The inclusion of persons with disabilities is a slow process, but has been gaining more and more space, currently only happening in practice (Falkenbach, Drexsler, Lauxen, 2008). Soares (2004) points out that despite the advances and achievements in relation to the process of inclusion, even if you live in an unequal society, biased and discriminatory. This society that divides humanity between "normal" and "disabled". Costa et al (2007) agrees that people live in a hypocritical society appointing the person with disabilities of abnormal, or "coitadinho" of different or neglected, or not perfect and "disfigured by luck." Marques (2008) also considers that the disabled person is still considered inefficient and incapable.

According to Sassaki (1997, 2003) throughout the history of struggles for the right of persons with disabilities in combating the social barriers, some attempts were successful, others have failed and many remained only on paper, but all are and will be Important efforts for an inclusive society, that is, from everyone. Alves (2003) shows that being different is being unique, individual, personal and possessor of features, which include facilities and difficulties. These features must be respected to achieve an inclusive society, and it can only be achieved when the barriers are biased and annihilate terminated and all are ready to receive people with disabilities and there are skilled professionals who know how to contribute to this inclusion. Sawaia (2001) says that we must work towards the eradication of social processes exclusionary, to have participation of all individuals in production and cultural society.

Gradually are being cut the old concepts of persons with disabilities, concepts of prejudice, stereotypes and stigmas, and are being developed new concepts aimed at an inclusive society (Falkenbach, Drexsler, Lauxen, 2008). According Borella and Denari (2007) there is still much to learn and many obstacles to overcome on the process of social inclusion of persons with disabilities, not being a fast and automatic process.

For Costa et al (2007), the process of social inclusion will only occur if the company is preparing fit and offering opportunities in all aspects and if people with disabilities to organize and maintain collective strength, with the objective of your value and dignity are respected.

Practice and inclusion body

According Sassaki (2003), it is essential that people (who work with leisure activities and tourism) have as their goal the philosophy of social inclusion, namely that there is independent living of disabled people, so it is necessary that occurs in All times are worked some values of the philosophy of social inclusion as:

Empowerment (process by which disabled people can make choices, make decisions and have control of your personal life).

Social Model of Disability (is the paradigm according to which this society are the barriers that prevent the active participation of disabled people)

Human Diversity (composition of human society in its different aspects: ethnicity, race, color, gender, disability, cultures, nationalities etc.).

Quality of life (all the situations of human life that allow meeting the functional needs of the people).

For Alves (2003) any professional has the ability to contribute to the inclusion of individuals with disabilities, according to its capacity, speed and function. For example, the professor of physical education has as main goal in the activities of physical education, aid in the socialization of disabled people. Marques (2008), Borella and Denari (2007) add that the professor of physical education should help change the social context that the person living with disabilities, through a buyback of Physical Education for all, promoting opportunities for students with disabilities can meet its potential and overcome its limitations, so it must to encourage their participation in class and promote their inclusion with the other students. Borella and Denari (2007) considered that the Physical Education should promote adjustments and changes in activities to facilitate the linkage of students by providing opportunities for inclusion by providing recreational experiences for the student independence, autonomy, decision-making power, equality of opportunity and contribution to aspects of affection and socialization. Luz (2003) believes that the Fitness, both in school sports as raise the banner of inclusion, however, even with the goal of helping the disabled person in the practice of physical activity, is equivocal and often act in the design segregated.

It is a right of every citizen to practice the motor activity. It is a commitment to professional ethics of Physical Education answer to all those who seek to practice this activity. According Sergio Manuel (1981, p.91):

"(...) Talking about the drive (...) is more than just talking about the goals of education through physical activities, is also fighting for a new face of society, where the act includes teaching Physical Education and is fully democratized. "

Costa et al (2007) found in their studies, it is important to work with disabled people through bodily practice play, providing that they can break barriers, overcome boundaries, face obstacles and overcome challenges, just professionals should be concerned with the safety of students in local activities that will take place in locations that surrounds the activities, since people with visual impairments need interact with the space, using it for other interference, other than visual, the auditory, for example And the provision of materials and common obstacles to local activities to be held.

In studies conducted by Costa et al (2007), Alves and Duarte (2005) noted that the practices were carried out by people with physical disabilities caused many visual sensations and emotions, amounted to self-esteem, effectively promoting social inclusion of these individuals. That is, when we talk about social inclusion for people with visual impairments, the practice of physical activity is a variable to be studied.

According Luz (2003) physical activity for the disabled person allows the social contact between people called "not poor" and "disabled". Russo Junior and Mataruna (2001) in their studies show that physical activity is important in the educational process of blind individuals because it promotes improvement in posture, balance, gait and socialization. It highlights the sport as a factor that promotes and explores the potential social, emotional, motor and cultural blind.

Alves (2003) suggests that the physical and mental training of the disabled person must work to develop the skills bodily autonomy and independence, performing activities that disabled people think they are not able to perform successfully, with the objective to emphasize cognition and intelligence. According to Diehl (2006), motor skills of the blind will be facilitated when the student has a good self-concept. While it is important that teachers be aware in socio-emotional behavior of the student, because this relationship is the degree of self-esteem of students, which influences the participation in physical activities, but also the development of skills.

Final considerations

Social inclusion is a process that contributes to the construction of a new company, gained from small and big changes in physical environments and the mentality of all people, including the disabled person (Sassaki, 1997).

Is in the process of empowerment, rehabilitation and social interaction, the practice of physical activity for people with disabilities, represents a major instrument for the development of individual and collective potential of that portion of the population. Alves and Duarte (2005) believe that physical activity is conducive to the inclusion of visually impaired students because of the possibility of working for their content in different ways.

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REFLECTING THE INCLUSION OF SOCIAL PEOPLE WITH VISUAL DISABILITY: HOW A PHYSICAL ACTIVITY CAN CONTRIBUTE

Abstract

Social inclusion can be defined as a process in which companies and people with disabilities seeking adapt to one another, to the assimilation of opportunities and therefore, a society for all (Sassaki, 1997). Physical activity for the disabled person provides rehabilitation and fitness, but mainly provides the integration and enhancement of those people in society. People with disabilities feel more accepted, improve their self-esteem and their quality of life, demystify the image of useless and property of the person with disabilities (Luz, 2003). This study is to propose a reflection of educators and researchers on the social inclusion of persons with disabilities, and discuss the responsibility of Physical Education in the search for effective interventional procedures, through analysis of the literary review.

Key words: Social inclusion, person with visual disability, physical activity

COMPTE TENU DE LA INCLUSION SOCIALE PERSONNES AYANT UNE DÉFICIENCE VISUELLE: COMMENT UNE ACTIVITÉ PHYSIQUE PEUT CONTRIBUER

Résumé

L'inclusion sociale peut être définie comme un processus dans lequel les entreprises et les personnes handicapées la recherche de s'adapter l'un à l'autre, à l'assimilation des chances et, par conséquent, une société pour tous (Sassaki, 1997). L'activité physique pour la personne handicapée prévoit la réhabilitation et de remise en forme, mais prévoit principalement l'intégration et la mise en valeur de ces personnes dans la société. Les personnes handicapées se sentent plus accepté, à améliorer leur estime de soi et leur qualité de vie, de démystifier l'image de inúteil et les biens de la personne handicapée (Luz, 2003). Cette étude est de proposer une réflexion des enseignants et des chercheurs sur l'inclusion sociale des personnes handicapées, et de discuter de la responsabilité de l'éducation physique dans la recherche de procédures d'intervention, par l'analyze de la revue littéraire.

Mots-clés: inclusion sociale, la personne avec déficience visuelle, l'activité physique

COMO REFLEJO DE LA INCLUSIÓN DE SOCIALES PERSONAS CON DISCAPACIDAD VISUAL: CÓMO UNA ACTIVIDAD FÍSICA PUEDE CONTRIBUIR

Resumen

La inclusión social puede definirse como un proceso en el que las empresas y las personas con discapacidad que buscan adaptarse a un otro, a la asimilación de las oportunidades y, por tanto, una sociedad para todos (Sassaki, 1997). La actividad física para la persona con discapacidad y prevé la rehabilitación física, pero sobre todo proporciona la integración y el fortalecimiento de esas personas en la sociedad. Las personas con discapacidad se sienten más aceptados, mejorar su autoestima y su calidad de vida, desmitificar la imagen de inúteil y los bienes de la persona con discapacidad (Light, 2003). Este estudio es proponer una reflexión de los educadores e investigadores sobre la inclusión social de las personas con discapacidad, y debatir la responsabilidad de la Educación Física en la búsqueda de procedimientos eficaces de intervención, a través de análisis de la revisión literaria.

Palabras clave: La inclusión social, la persona con deficiencia visual, la actividad física

REFLETINDO A INCLUSÃO SOCIAL DA PESSOA COM DEFICIÊNCIA VISUAL: COMO A ATIVIDADE FÍSICA PODE CONTRIBUIR

Resumo

A inclusão social pode ser definida como um processo em que sociedades e pessoas com deficiência procuram adaptar-se mutualmente, objetivando a equiparação de oportunidades e conseqüentemente, uma sociedade para todos (Sassaki,1997). A atividade física para a pessoa com deficiência proporciona reabilitação e habilitação, mas, sobretudo, propicia a inserção e valorização dessas pessoas na sociedade. As pessoas com deficiências se sentem mais aceitas, melhoram sua auto-estima e sua qualidade de vida, desmistificando a imagem de inúteil e imóvel da pessoa com deficiência (Luz, 2003). Este estudo consiste em propor a reflexão de educadores e pesquisadores sobre a inclusão social das pessoas com deficiência visual, assim como discutir a responsabilidade da Educação Física na busca de processos interventivos efetivos, através da análise da revisão literária.

Palavras-chaves: Inclusão social, pessoa com deficiência visual, atividade física