148 - THE SPECIAL STUDENTS INCLUSION IN THE NORMAL CLASSES OF ACTIVES: PROFESSIONAL EXPERIENCE AND CRITICAL AVALIATION

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INTRODUCTION

This part of the principle that the Law on Basic Education Guidelines and National 9394/96 ensures that students with special needs should preferably be included within the framework of regular education. Therefore, according Garcia (1995, p. 30), "the term" poor "is awarded to members of a society that present some form of" abnormal "or" differentiation "to the other, either in cognitive, affective or motor. " But the Declaration of Salamanca (1994), suggests the term special educational need, so rightly, avoid aggressive terms that sustain the prejudice will these people.

Referring to the above principle, all children or young people with hearing impairments, visual and mental, with mobility difficulties or those who use machines to go have the right and duty to participate in mainstream education.

In this sense, social inclusion can be concept as the process by which the company adapts to accommodate, in their social systems general, people with special needs and thus assume their roles in society. Inclusion is a process that involves the society and people excluded, in which both sides seek to resolve problems, discuss solutions and encourage opportunities for all. This requires inclusion of some measures such as: acceptance and appreciation of individual differences, coexistence in the human diversity and learning through cooperation (Sassaki, 2002).

The inclusion began to be made by the Brazilian Constitution of 1988, but will be deployed in the network Brazilian school from the Law of Guidelines and Bases of National Education in 1996 and the Convention of Guatemala in 2001, support institutionally by the Declaration of Salamanca, 1994. And, therefore, any approach or attempt to bounce to pupils with special educational needs is a violation to the rights of this population, and is considered crime.

Currently the inclusion is a real and present in the lives of all, which reaches from the school network to the community in general. Coping with the poor is a common fact, or at least should be understood as such. The number of students with special educational needs to grow each year in the system of school education. According to the INEP (National Institute of Studies and Research Educational Anísio Teixeira) in the year of 2004 the number of students, with some type of disability, enrolled in private and public networks reached 184.7 thousand.

This growth is due to these laws which guarantee the rights of students with special educational needs (ANEE), which among them is the free access to the network of regular education without exception. The school must also provide students bearers of special educational needs specialized care, preferably within the school.

For many, live with a "poor" is a new fact which causes fear and rejection by some, but for those who live daily with this situation, this fact becomes common. This is the case with the teachers of the schools, where there are often no guidance and adequate preparation to educate these children and young people, because it is not necessary to be a special educator to work with students with special educational needs. The teacher is encouraged to seek strategies to enter this student in the class and also provide the best development of this student, respecting it and integrating it in the middle school.

This test comes from readings and discussions in seminars held in the discipline of practice of teaching, with the premise the construction of an understanding on the inclusion from the intervention of teaching critical reflective. Based on this, the objective of the work was held a brief review on inclusion in education and the lessons of Physical Education, listing with knowledge of the experience obtained in a state of practice of teaching.

The experience that has been developed in the initial series of fundamental education in the first half of the school year of 2005. The field of expertise was an institution of education that gives students with special educational needs in Class's common mainstream education. To this end, has developed a plan for education from discussions in reflexive meeting with other trainees who cursavam the same discipline. The strategy of action was based on critical reflection, addressing the teacher autonomy as a source of construction of knowledge. Amarrando the knowledge on the teaching critical reflective, Contreras (2002), addressing the autonomy in teaching Freire (1996). Developing a discussion on the formation of critical intellectuals, to act in basic education, supported by Giroux (2002).

A SCHOOL INCLUSION

According Oliveira (2002), inclusive education is characterized as a process of including people with special needs or with disorders of learning in the network of joint education. Therefore, the inclusion can be understood as the ability to understand and recognize the other, sharing the differences and not putting that difference as a barrier to coexistence. With this, inclusive education receives all people discriminated against, either by disability, by social class or the color (Mantoan, 2005).

For Oliveira (2004), numerous problems related to a series of adjustments and changes space, methodological, atitudinais, conceptual and value, which must occur to allow the inclusion of disabled children in regular school. Mantoan (2005), also adds that firstly a school must have a good educational project, based on reflection, nothing advances Tuesday restrooms and ramps adapted if the teaching practices are not reviewed.

The activities should be designed and planned valuing the culture, history and the experiences of the students and, therefore, joint work between parents and schools should do this. Now teachers must abandon the old methods based on a single learning and equal for all. Rather, they can not expect the same results for all, because each student has their conditions, which must be considered at the time of the planning of activities and content, providing freedom to learn from each according to their experiences and possibilities. Thus, it becomes possible to the inclusion of the student who shows any deviation of behavior in the class of common education because their learning should be evaluated considering its development.

According to the 1988 Constitution, including the student should receive the specialized care within the school, but making it clear that it does not replace the mainstream education. In reports issued by scholars of the course of Physical Education, at a practice of education, which was perceived in the school where many students had included, all interact smoothly with each other. A clear example of this is coping with a student Poor physical because his colleagues always had the task of pushing it, and turns to be with her in the hour of recreation. In the class of Physical Education has not happened differently, there is no relationship of discrimination with students included. They participated in the class and still receive aid of colleagues in the activities, showing a good relationship with others.

The inclusion school is a total and unconditional inclusion of the individual, and not just a share or be present, which would

be a partial and conditional insert the possibilities of every person. The inclusion requires the transformation of the school and adapt the same to the needs of students, or the inclusion ultimately require a break with the traditional model of education (Werneck apud Batista & Enumo, 2004). Already Sassaki (2002), puts that integration is "insertion of the disabled person prepared to live in the community" and the inclusion meaning "change of society as a prerequisite for the person with special needs pursue its development and to exercise citizenship." That way we can see that is not included same thing integrate. In a class of Physical Education, the teacher should oportunizar activities and times when students with special educational needs are included in active and the integration that occurs with other colleagues.

Inclusive education leads to the processing of pre-concepts and the representation of young people and children about disability. The education and growth among the "different" they will understand the heterogeneity of the human being, since all the work is focused on a unit. This will take the child from an early age to understand and accept the different and new, so, the growth of citizens Prejudice and discrimination.

And for that to happen, the change must begin within the family, which has the obligation to include the student rather than divides it, so that it is forgotten. Both children with disabilities such as normal may not be excluded from opportunities for integration, coexistence and even affection (Olivier, 2002).

Batista & Enumo (2004) collaborate saying that the changes in education, in order to seek the inclusion in the environment of regular schools, can be beneficial to the growth and development not only of the students enrolled, but also those with special educational needs. The same author adds that the school must also accept and create new strategies for teaching to include these students into mainstream education. Recognizing and respecting the individual needs of each. Thus, it stressed that the issue is not just include, but how to include. It is necessary to adopt, in practice, a policy change that promotes educational curricula matarializes the participation of parents in the process of inclusion, training and guiding the professionals who work with these children and still providing aid and instruments for schools (Batista & Enumo 2004).

INCLUSION ON LESSONS OF PHYSICAL EDUCATION

The Physical Education born on the principles of education military, supported and given in the traditional model, which was aimed at the learning of the order for the training of the bodies and the disposal of the minds. The most important was the body, a physical fitness and performance, where social, cognitive and affective were slighted. The sport was practiced with competitive purposes, in which students were evaluated by income and required to seek always to improve results, ie, the goal was forming athletes. Thus, the least skilled and had not provided opportunities, featuring an education physical exclusionary, based on exhaustive repetition of moves to achieve the perfect technical execution.

Over the years and theoretical advances in education and physical education, new parameters are emerging. Law Guidelines and the National Basic Education (Law 9394/96), helps to bring discipline to a place in the "training of citizens critical, participative and social responsibilities." However, there are still some professionals who stagnated in time and continue enhancing the body and its physical capacity, placing in the background the social and affective of individuals (Olivier, 2002).

The inclusion is a social fact present in the lives of all, and as such, we can not deny its existence more closing their eyes to those people who have some special need. They have the same rights that the normal, and must live and are related to the society, respecting and being respected. As the school a means of training, this idea needs to be materializes so that future citizens trained loading with the experiences and learnings acquired with these people "different", learning now to respect and accept what is different or unknown to them.

The inclusion came to question the existing social practices, and between them the practices carried out by physical education, especially in middle school, that this new paradigm "inclusivista", which in addition to integrating the disabled and the excluded social, must work in the same space and time with the children who have the most different characteristics, skills, behavior and history of life (Costa & Sousa, 2004). This is a major challenge that, especially, the professor of physical education at the assembly and development of their class. In physical education classes in the teacher education through the movement, and these must include all students, with their different capabilities and limitations.

So what professor of physical education should do? He should develop the potential of their students included, although not a specialist in special education. It should seek strategies, talk with other teachers, parents, seek knowledge and create ways to include these students in class.

During Stage Supervised Curriculum, the academic situation in the practice of teaching, have doubts that we reflect on the following question: is the attempt to include students with special educational needs I would not exclude it at the same time? That doubt was based on discussions with the other colleagues who were students poor physical in their classes. Does this student you feel good doing activities with the other students? He believes that has limitations, or you feel sad for not being able to "equal" to the other? These are some questions that have not been well clarified.

The school Physical Education, assuming adequate to the child, the same shall provide a full development according to their needs and their ability to purchase moves, as part of the principle that they need to natural movement. Then the teacher can not exempt these students the opportunity to participate in the class, because even the student being poor physical, mental, hearing, visual, multiple and even being the bearer of syndromes, paintings psychological, neurological or psychiatric disorders, have a culture of movement that should be discussed and worked with other students. Developing a construction of social history stamp, addressing the different cultural events of human movement and the process of consolidation in the current society.

FINAL CONSIDERATIONS

It is known that changes are performed for convenience, but they need to be made based on sound educational system and in society. It is essential awareness and collaboration of the population so that this process continue progressing. In this sense, one should ask and evaluate the attitudes of teachers to pupils front with special educational needs in Class common. Recalling that the inclusion is not just the integration, but the adjustment of the society so that the person with special educational needs enjoy the same rights of others, seeking their development, part of the community and acting to citizenship. The school is the place where a child spends much of the time, living with children and that listing from realities, social conditions, races, colors and distinct characteristics. This contact with the new and different is fundamental to the acquisition of knowledge and values that the child can load for life. Thus, the school, the faculty, integration with the same parents, assuming an important role in the lives and education of a child. It is believed that no child is born with prejudice, but the acquired throughout life due to social relations, education that was given, and coexistence with different people and situations, which are part of the experiences of life of human beings. Hence, the importance of inclusion in the network of regular education is justified. Students said normal may not be deprived of living with students with special needs, however, must interact with them, noticing the difference, but at the same time respecting, valuing and accepting the different.

Thus Costa & Sousa (2004) pose the major challenges for education and physical education for the twenty-first century are: that we must break the current organic school, seek new philosophical principles as guidelines for education / physical education, seeking understand that the men are different and it is the difference that occurs understanding of their limits and possibilities. We must resize the time and space of the school work, easing the contents breaking with the compartmentalisation of knowledge, and still learning to deal with the uno and divers simultaneously.

Questions still leave previously held doubts, but it is believed that these thoughts and questions should continue to be made in order to find new answers to these questions. It is possible a physical education inclusive? Based on experience gained during the

training curriculum supervised, it is believed that lack knowledge, and some changes in the educational system. But on the other hand you can work with inclusive, just curiosity and desire to seek knowledge and put it into practice, because it is through knowledge of the experiences associated with the theoretical knowledge that transformation our methodology and evolution as teachers.

The practice of education is a way that enables us to this experience / experience with the inclusion school. It is a new situation and that impose fear the first look, but to realize that if few students have included is a challenge as a teacher, as are questioned to plan activities that involve everyone, while allowing the construction of knowledge by all and sharing of knowledge those Separate the same teaching space.

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THE INCLUSION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS ON LESSONS OF PHYSICAL EDUCATION: PROFESSIONAL EXPERIENCE AND REFLECTION CRITICAL

ABSTRACT

The inclusion of school pupils with special educational needs in mainstream education class joint is still a controversial issue that has caused a number of changes in the school network for the deployment of the so-called inclusive education. In the same way you can say that the discipline of supervised training curriculum in physical education is, in many cases, the first experience that the academic has before entering the labor market. It is through it that come the opportunity to work with students who have different educational needs and thus understand and experience the inclusion in the network of school education. The school and the faculty are together with their parents, those responsible for the education and training of children. Teachers of physical education use the movement as a way to teach, requiring seek strategies to include students with special educational needs in the form of participatory activities. In school environment, many facts are presented to the child, where she has the opportunity to live with the new and different that influences the acquisition of values and concepts that we all bear for life.

KEYWORDS: Inclusive Physical Education, School, Vocational Training

DE L'INCLUSION DES ELEVES AYANT DES BESOINS EDUCATIFS SPECIAUX SUR LES ENSEIGNEMENTS DE L'EDUCATION PHYSIQUE: L'EXPERIENCE PROFESSIONNELLE ET LA REFLEXION CRITIQUE

RÉSUMÉ

L'inclusion des élèves ayant des besoins éducatifs spéciaux dans l'enseignement ordinaire classe commune est encore une question controversée qui a provoqué un certain nombre de changements dans le réseau de l'école pour le déploiement de ce que l'on appelle l'éducation inclusive. De la même manière, on peut dire que la discipline du programme de formation supervisée en éducation physique est, dans de nombreux cas, la première expérience que le monde universitaire a avant d'entrer dans le marché du travail. C'est grâce à elle que vient la possibilité de travailler avec les élèves qui ont des besoins éducatifs différents et donc de comprendre et de l'expérience de l'inclusion dans le réseau de l'éducation scolaire. L'école et les professeurs sont réunis avec leurs parents, les responsables de l'éducation et la formation des enfants. Les enseignants de l'éducation physique utiliser le mouvement comme un moyen d'enseigner, ce qui exige des stratégies visent à intégrer les élèves ayant des besoins éducatifs spéciaux, sous la forme d'activités participatives. En milieu scolaire, de nombreux faits sont présentés à l'enfant, où elle a la possibilité de vivre avec le nouveau et de différent, qui influent sur l'acquisition des valeurs et des concepts que nous portons tous à la vie.

MOTS CLES: l'éducation physique, à l'école, la formation professionnelle

LA INCLUSIÓN DE LOS ALUMNOS CON NECESIDADES EDUCATIVAS ESPECIALES EN LAS ENSEÑANZAS DE LA EDUCACIÓN FÍSICA: LA EXPERIENCIA PROFESIONAL Y LA REFLEXIÓN CRÍTICA

RESUMEN

La inclusión de los alumnos con necesidades educativas especiales en la educación conjunta de la clase sigue siendo un tema controvertido que ha provocado una serie de cambios en la red de escuelas para el despliegue de la llamada educación inclusiva. De la misma manera se puede decir que la disciplina de la supervisión de estudios de formación en la educación física es, en muchos casos, la primera experiencia que tiene la comunidad académica antes de entrar en el mercado laboral. Es a través de ella que viene la oportunidad de trabajar con estudiantes que tienen diferentes necesidades educativas y, por tanto, comprender y experimentar la inclusión en la red de la educación escolar. La escuela y los profesores son, junto con sus padres, los responsables de la educación y la formación de los niños. Profesores de educación física usa el movimiento como una forma de enseñar, lo que requiere buscar estrategias para incluir alumnos con necesidades educativas especiales, en forma de actividades participativas. En el entorno escolar, muchos hechos se presentan al niño, cuando se tenga la oportunidad de vivir con los nuevos y diferentes, que influyen en la adquisición de los valores y conceptos que todos tenemos para toda la vida.

PALABRAS CLAVE: Inclusive la educación física, la escuela, la formación profesional

A INCLUSÃO DE ALUNOS COM NECESSIDADES EDUCACIONAIS ESPECIAIS NAS AULAS DE EDUCAÇÃO FÍSICA: EXPERIÊNCIA PROFISSIONAL E REFLEXÃO CRÍTICA

RESUMO

A inclusão escolar de alunos com necessidades educacionais especiais na classe comum de ensino regular é ainda, um assunto polêmico que vem causando uma série de mudanças na rede escolar para a implantação da chamada educação inclusiva. Neste mesmo sentido pode-se afirmar que a disciplina de estágio curricular supervisionado em educação física é, em muitas vezes, a primeira experiência que os acadêmicos tem antes de ingressar no mercado de trabalho. É através dela que surge a oportunidade de trabalhar com os alunos que apresentam diferentes necessidades educacionais e assim entender e vivenciar a inclusão na rede escolar de ensino. A escola e o corpo docente são, juntamente com os pais, os responsáveis pela educação e formação das crianças. Os professores de educação física usam o movimento como forma de ensinar, necessitando buscar estratégias de incluir os alunos com necessidades educacionais especiais nas atividades de forma participativa. Neste ambiente escolar, muitas realidades são apresentadas à criança, onde ela tem a oportunidade de conviver com o novo e o diferente, isto influenciará na aquisição de valores e conceitos que todos carregarão por toda a vida.

PALAVRAS CHAVE: Educação Física Inclusiva, Escola, Formação Profissional.