110 - E NOW TEACHER? WHAT WE MAKE AHEAD OF THE PRECONCEPTION OF THE DISCRIMINATION AND THE EXCLUSION IN THE PERTAINING TO SCHOOL PHYSICAL EDUCATION.

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Introduction.

This research soon appears after another one on: Action and Speaks of the teachers before of the exclusions and discriminations in the pertaining to School Physical Education. At that moment it was only the one researcher trying to get the maximum of information on so controversial subjects as preconception, discriminations and pertaining to school exclusion. However, now the fruit of the research is my pupils and my action ahead of these situations, that is, previously I made a reflection on other professors and now I am of the other side also, reflecting on my proper one it practices pedagogical educational.

Being of the other side, being now the teacher of the groups, I see how much it is difficult to have control on all the situations. However, finding exactly difficult to stop the lesson the all moment to argue certain problems, we can stop a time or another one and argue, with this we are constructing again these concepts that generate the preconceptions that finish in discrimination and exclusion.

In the professors we work in environment full of cultural diversity, where to please to all and difficult, e this great diversity can be the start for any more serious conflict. However, that one that could be our greater ally, also it is our enemy greater in this battle against the preconception, the discrimination and the exclusion in the pertaining to school environment, the name of this enemy is the media. Therefore as Gonçalves and Silva (2002) studies show that the impact that the media cause in the pupils, parents and professors can strengthen or deny values, that is, "constructing positive to "interéticas" relations or not" (pg. 16)

"The cultural diversity if constitutes in a problem, there, where the connivance human being is marked by dramatical conflicts, motivated for preconceptions and ethnic discriminations, of sort, of sexual preferences, of generations and others. The more the conflicts if accumulate, plus them they demand of the groups in question a class action with sights to intervene with the domination standards, more the social actors intervene with the social reality, more questions are placed the social scientists. The cycle has renewed to each decade" (pg. 25)

Then what we must make? Or what we can make? We must work with a Physical Education, reflexive and it criticizes, remembering always concepts structuralized so well by Darido (2005), where it in remembers them that the Physical Education must be supported in three pillars, the conceptual one, procedural and the attitudinal. Therefore if thus it will be, our lessons will not be only to the practical one for the practical one, we will have quarrels and debates opened in our pupils also on this media and these concepts that it passes, beyond trying to waste any situation of preconception, or discrimination that appears during our lessons.

The Pertaining to school Physical Education is a curricular component as well as the others disciplines, this does not want to say that in the professors will go to be the cradle of the "multiculturalism" as in remembers them well, Gonçalves and Silva (2002), therefore being one he has exactly supported powerful the education and the professors must search this concept more deeply, that is, in the cultural roots that had formed our society. What we can make as in them remembers Freire (1992) is that we are professional educators who can transform and modify the route of the concepts, through what we teach. But we must have always in mind who house the pupils possess the natural educators (its parents), e is with them that also we must work in case that let us want to really modify the vision of this society.

Objectives.

The present study it tried to investigate the manifestations of preconceptions, discriminations and exclusions, during the lessons of first Pertaining to school Physical Education in schools public of the fourth series of Basic Education. Moreover, we try to identify as it was the lessons of the teacher-researcher and which had been its reactions ahead of its groups when such situations had appeared.

Methodology.

The used methodology is qualitative for presenting "instruments of organization of the discursive data that constitute the empirical base of social research" (LEFÉVRE, LEFÉVRE, TEIXEIRA; 2000).

Participants.

They had participated of the research a total of 16 groups of first the fourth series of Basic Education, of three different schools of the city of Araraquara. Separating these pupils we will have three groups of first series where the pupils possess six years of age. Four groups of first series where the pupils possess seven years. Three groups of second series. Two groups of third series and four groups of fourth series. Adding a total of 572 pupils.

Moreover, it had the participation of this researcher that is the teacher accomplishes of all these groups.

Instrument of collection of data.

The instrument of collection of data was to the comments to get the results, since this makes possible to verify details of the situation at the moment where the fact occurs and, thus, to collect more information on the searched citizens. (RICHARDSON, 1989). The researcher ahead wrote down in a notebook its comments as well as its action of situations on the subject of the research.

Results and Quarrels.

The observed situations more during the lessons had been preconception scenes where the pupils finished acting of discriminatory and exclusive form, mainly against the following facts: the position of the boy who can take it to be homosexual, the adept satires against the least, rejection of the children of more devoid origins (same all being pupils of public schools), the sort question, the badness nicknames had the "obesidade", or overweight, the color of the skin, the aesthetic questions. When such situations appeared, first it intervened trying to demonstrate that that was not the certainty, attempted e to find arguments that changed these negative values, however many times wise person to certain if the my interference did not assist or finished still

more generating preconceptions, therefore many times the pupils finished being characterized as "the wanted of the teacher".

Preconception of sort.

In the start it was what it was more evident. The boys, for not being customary to have lessons with the girls, therefore they played SOCCER… SOCCER… SOCCER… They had presented great resistance in carrying through activities with the girls. Another thing that happened is the disdain and "jokes" on the girls to be weaker or slower to brighten up, we carry through games and tricks forming masculine and feminine teams, where for some times the better girls had obtained resulted whom the boys, with this, we could observe that it generated greater respect of the boys stops with the girls. Moreover, the girls had started to participate more actively of activities, competing many times of equal for equal, in races and other types of activities. What already it was of if waiting, therefore in this age band not yet a discrepancy with regard to the physical capacities of boys and girls exists, what it exists is a lack of incentive of certain motor abilities.

The pupils search yes an equality of rights and respect to its natural characteristics, therefore it is necessary to fight situations as the described ones previously, therefore they are tricks of bad taste, enjoy and jokes that they seem harmless, but that they are taking ahead the preconception of sort for generations and generations.

Aesthetic preconception, against the pupil with overweight e or fat person and racism, inlaid in jokes and badness commentaries.

Another preconception says respect the nicknames for the pupils with "overweight" and evident obesidade. In each situation of this, we questioned regarding nicknames, if the pupil would like to receive nicknames that reported to some "imperfection" in its body, or something that did not like in itself. These nicknames also include race, some nicknamed the colleagues for the color, then we use to the same idea of dialogue in all the cases, saying that the discrimination is as a crime, where the people can until being imprisoned, that if colleague counted the mother of it on the nickname, it could until going to the policy. We also question if the pupils would like to receive nicknames regarding its color, of its hair, among others factors.

This preconception received this denomination due to the characteristics that possess, therefore the satires and jokes of the pupils occur due the height, the size of the nose, the thickness of the legs, the color of the hair etc. This happens of a current characteristic that is the corpolatria, that is, the cult to the body, This preconception received this denomination due to the characteristics that possess, therefore the satires and jokes of the pupils occur due the height, the size of the nose, the thickness of the legs, the color of the hair etc. This happens of a current characteristic that is the corpolatria, that is, the cult to the body,

Brazil is a country that surpassed all the others in substance of plastic surgery. Here EDMONDS comes occurring an addition of 30% to the year in this type of surgery (, 2002). We could say that aesthetic the corporal one is very important for the Brazilians, then badness nicknames, tricks and jokes on "small defects", the children and the adolescents can scare deeply, that they leave of if socializing, being able to come to have traumas that will remain for the life all.

Aesthetic the corporal one of an individual takes the others to create preconceptions and judgments on that they are with above of the weight or are fast persons. This social preconception against the obesidade comes of the Seniority Greek, where the people would have to possess athletically bodies if the ones that were not fit in this biotype received the stigma to be sluggish, to possess little force of will, slowness of reasoning and until imperfections of character (FONTES, 2005; CORDAS, 2005).

The Physical Education works with the real problems of these individuals that is the physical effort and the agility, it are clearly the possible problems of health. The cited others previously are mere stigma myths and created on the image of these people, therefore these are equally capable, as the lean people. It is necessary that has a quarrel on this preconception, we have facts that they prove that the fast person individuals are not few or that they are above of the weight in the population. Data of IBGE show that 10,5 million Brazilians with 20 years or more they are fast person, that is, 8.9% of masculine population and 13.1 of the women, if also to consider the population that they are above of the ideal weight, the number jumps for 40% (almost 39 million people). Thus, to argue this in the lessons of Physical Education will facilitate so that clarifications is facts, beyond diminishing the preconception and the exclusion of these people, we will move away the problems that this type of discrimination cause in the children and the adolescents as: autopiedade, fear and unreliability. (APRENDIZ GUIA DE EMPREGOS, 2005).

Already racism is a complicated question of being worked, therefore the Brazilian does not assume that he is a racist people. The described situations previously show in certain actions are had with banal, but tricks, not being taken the serious one as they would have. Moreover, the majority of the observed situations discloses a preconception against the black, what in it takes them to reflect on the phrase of Souza Neto (1996, p.33, writing of the author):

Much of what we make is based by the vieses of our formation. If you learn that you are pretty to walk "naked with the hand in the pocket", as it says music, with the time this affirmation tends to be its affirmation. If we learn that the black color is not good , soon we go to want distance of it […].

That is, if not to give the due importance is what goes to occur with the black people, these will be each time more discriminated and excluded. Worse it is that this will occur in a so miscegenation society that nor obtains to find an only form to classify the color of its people {has three types of classification: - the categories of the census in its popular use (white, medium brown and black color); b - popular use of categories extra-officers (colored person-clearly, colored person and black), c - distinction of the government and the black movement (white and black)}(TELLES, 2003, p. 112).

Jesse Owens a black American athlete gave the first lesson against racism, therefore in the games of Berlin (1936), it won the athletes German of the age Hitler, in tests of race (100m, 200m, rotation 4X100 and jump in extension), surpassing the speech of pure race (Aryan) (SOUZA NETO, 1996, p. 35). Being thus, it fits we now to give the others, fighting any manifestation, still more in the school where we educate and we will educate our children.

It is necessary to fight this in the schools badly, that it receives the name from bullying, act of importuner or displaying of some form the other, therefore if these actions will not be eliminated since early, they will go to aggravate itself with passing of the pertaining to school series, e to generate social problems for the life all of the people who suffer this action. (FC, 2003).

Preconception due to ability lack.

In our lessons we notice that many pupils do not possess a series of motor experiences that we consider as basic. Had to the current days it is difficult to find children running for the streets, playing, playing, changing experiences of life with other children, this occurs due to the fear of the parents with the violence, what it facilitates the immobility of the children faces the computers and television sets. These children leave to live deeply so rich movements of information, those that adult we live deeply in the streets during our infancies by means of the games and of the tricks. This makes with that they pass for situations of exposition front to the colleagues who are shameful therefore they do not know to run, to jump, to hurl, to strike, to quicar, to dribble abilities among others.

This type of preconception we could say that is well characteristic of the lessons of Physical Education, since in this type of lesson the motor ability for the corporal culture of movement is important, what it finishes being in some cases a problem. Many times, , it is demanded a perfection of movement and a super valuation of the gestures technician in the procedures of education of the professor, this makes with that the child or the adolescent he is displayed when does not correspond the expectation waited for that movement. Generally this happens of practices sportive, what it could be used to modify such situations is to choose different contents as: rhythmic and expressive activities, games, fights and gymnastics (BETTI, 1995).

Altmann (1998) also points that one of the reasons with respect to the exclusion for ability happens of practices sportive with competitive character, since this finishes leading to the process of "natural election" in which only most apt they are accepted.

We as professors try to stimulate the pupils to live deeply an ample series of movements stimulating we live deeply it of we vary motor abilities, without the collection of performance and the so competitive character of the games or given activities, harm yes valuing the experimentation and as this process occurs.

Preconception due the social factors.

Some times the chosen and nor chosen pupils were left of side and during a trick, exactly when they were they who would have to choose the process of separation of the groups was different, it noticed that always they were of side. That is, they did not play the ball for they, they did not run close to them, they did not touch them. I started to observe that this age due its simpler clothes and some not serious problems of hygiene as dirty clothes, more not fedida, hair without combing factors among others Then the interference in this in case that it were to argue the hygienically reality that each one had in house, to try to identify positive attributions to these people, without always looking at for its aesthetic one, or its appearance more yes its abilities and qualities.

The people are divided in social classrooms only had the existing inequality in the society. We cannot acquit them for the place where they live and nor for the wage that receives. We must, yes, to value the person the favors its qualities. Beyond what, we must search to increase actions that search the equality as the Universal Declaration of the Human Rights and to fight preconceptions (ARZABE, 2003).

Preconception due the factors homosexuals.

Certainly the most noticed in my lesson, they had been these factors, therefore the boys of the groups mainly of the second series in ahead, they present characteristics of a secular machismo. During some activities this machismo of that man does not cry, it does not hug gold man, they had been displayed clearly. These pupils did not want to effect tricks that had that to catch in the hand of another colleague, they did not want to blink for the colleague when the not verbal communication was a requirement of the trick, they did not want to dance in the junina party. Therefore everything this for it would go to lead to the others to think that they was gays, that already it is a pejorative word for the homosexuals. The reactions many times had been of astonishment, why so simple things as a squeeze of blinked hand or one were to create as much astonishment, then we stopped the lesson and we were to argue what is to be homosexual, what it differentiates a person to like "said things feminine", to the point of it to be homosexual.

Some times the schools to prevent conflicts close the eyes and the ears for situations where the homosexuals is the main subject. The school and the professors ignore the conflicts of sexual orientation, worse e many times are connivent with situations that its pupils to the constaint of its colleagues display ahead. A clarification on this subject must in such a way be made for the professors when for the pupils. She is necessary one to improve qualification of the professors, so that these are prepared to help its pupils to get sufficiently excellent information on homosexuals. Thus, we will prevent scenes where the professors and pupils finish considering negative expressions and connotations with regard to the homosexuals as mere trick without great importance (CHIPKEVITCH, 2003; KAMINSKI, CHARÃO, 2004).

Conclusion.

Although to develop research on the subject, not yet I am ready many times to face some situations of mine practices as professor. It is necessary to come back to search on the subject and alone then to try to show to the pupils another point of view.

Still we act more for the emotion of the moment of what for the reason. However this does not mean a point weak in my opinion, but yes a strong point, therefore I am not of crossed arms seeing the things to pass as if they were only at that moment. I think about the future of my pupils and where pupils I want to form and to reencountered later when it will be walking for the streets.

It is necessary to continue working yes a reflexive Physical Education, therefore we have in our hands the power to educate to show ways, to open doors and not to leave that the children follow an ignorant mentality of that they had not had the chance to learn to be good citizen not alone, more than they make the good.

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E NOW TEACHER? WHAT WE MAKE AHEAD OF THE PRECONCEPTION OF THE DISCRIMINATION AND THE EXCLUSION IN THE PERTAINING TO SCHOOL PHYSICAL EDUCATION.

Abstract.

Now as teacher, which would be my action and reactions ahead of the preconception situations, discrimination and exclusion in my lessons? And which would be these situations. It is from these questions that this research appears. Therefore in the professors we work in a place where the cultural diversity of the pupils is great e can generate conflicts. So that these conflicts did not emerge of explosive form, I tried to carry through my lessons, wasting concepts daily pay - established that they could generate preconceptions and if to reflect in scenes of discrimination and exclusion. It is not this that the professors want in its lessons and also he was not what I wanted in mine. I do not know if I was successful in my interventions, but at least I tried, I did not close the eyes and I left that the situations occurred freely.

Words keys: Preconception, discrimination and Pertaining to School Physical Education.

ET MAINTENANT ENSEIGNANTE ? CE QUE NOUS FAISONS DEVANT LE PRÉJUGÉ, DE LA DISCRIMINATION ET DE L'EXCLUSION DANS L'ÉDUCATION PHYSIQUE SCOLAIRE.

Résumé.

Maintenant comme enseignante, quelles seraient mes actions et réactions devant les situations de préjugé, discrimination et exclusion dans mes leçons ? Et quelles seraient ces situations. C'est à partir de ces questions qui apparaissent cette recherche. Donc nous enseignants travaillons dans un lieu où la diversité culturelle des élèves est grande et peut produire des conflits. Pour que ces conflits n'émergent pas de forme explosive, j'ai essayé de réaliser mes leçons, en dissipant des concepts pré - établis ils que pouvaient produire des préjugés et se refléter dans des scènes de discrimination et d'exclusion. Ce n'est pas cela que les enseignants veulent dans leurs leçons et ce n'était aussi pas ce que je voulais dans mien. Je ne sais pas si j'ai été réussi dans mes interventions, mais pour le moins j'ai essayé, je n'ai pas fermé les yeux et ai laissé que les situations se produisaient librement.

Mots clés : Préjugé, discrimination et Èducation Physique Scolaire.

¿DE E PROFESOR AHORA? QUÉ HACEMOS DELANTE DE LA PRECONCEPCIÓN, DE LA DISCRIMINACIÓN Y DE LA EXCLUSIÓN EN REFERENTE A LA EDUCACIÓN FÍSICA DE LA ESCUELA.

Resumen.

Ahora como profesor, cuáles serían mi acción y reacciones delante de las situaciones de la preconcepción, ¿discriminación y exclusión en mis lecciones? E que sería estas situaciones. Es de estas preguntas que aparece esta investigación. Por lo tanto en los profesores trabajamos en un lugar donde está gran e la diversidad cultural de las pupilas puede generar conflictos. De modo que estos conflictos no emergieran de forma explosiva, Intenté llevar con mis lecciones, perdiendo el pago diario de los conceptos - establecido que podrían generar preconcepciones y si para reflejar en escenas de la discriminación y de la exclusión. No es el que los profesores desean en sus lecciones y también él no era lo que deseé en el mío. No sé si era acertado en mis intervenciones, pero por lo menos intenté, No cerré los ojos y me a la izquierda que ocurrieron las situaciones libremente.

Llaves de las palabras: Preconcepción, discriminación, perteneciendo a la Educación Física de la Escuela.

E AGORA PROFESSORA? O QUE FAZEMOS DIANTE DO PRECONCEITO, DA DISCRIMINAÇÃO E DA EXCLUSÃO NA EDUCAÇÃO FÍSICA ESCOLAR.

Resumo.

Agora como professora, quais seriam minhas ações e reações diante das situações de preconceito, discriminação e exclusão nas minhas aulas? E quais seriam essas situações. É a partir dessas questões que surge essa pesquisa. Pois nos professores trabalhamos em um local onde a diversidade cultural dos alunos é grande e pode gerar conflitos. Para que esses conflitos não emergissem de forma explosiva, tentei realizar minhas aulas, dissipando conceitos pré - estabelecidos que pudessem gerar preconceitos e se refletirem em cenas de discriminação e exclusão. Não é isso que os professores querem em suas aulas e também não era o que eu queria na minha. Não sei se fui bem sucedida em minhas intervenções, mas pelo menos tentei, não fechei os olhos e deixei que as situações ocorressem livremente.

Palavras chaves: Preconceito, discriminação e Educação Física Escolar.