143 - COVERING THE SPACE BETWEEN LINESES: TO KNOW THEM REFERRING TO THE SPECIAL CARRIERS OF NECESSITIES IN THE COURSE OF PHYSICAL EDUCATION DA UNIVERSIDADE FEDERAL DE VIÇOSA - MG.

Sílvia Chácara Fuzisawa
Universidade Federal de Viçosa, Viçosa, Minas Gerais, Brasil.
silviafuzi@yahoo.com.br

The undergraduate course of Physical Education was implemented at Universidade Federal de Viçosa, in 1975. Since its creation, the course stand out at many moments, being pioneering in many actions. In 1978, it was the first university of the country to expand for 3.5 the course's duration, which since then it had only three years. Another action that stood out was through the course's reformulation in 1986, when it became the second bachelor's degree in Brazil on Physical Education.

Always searching for the improvement of the course's formation and to keep it in prominence, the subjects offered by the department have been searching for the most complete construction of the professional of the future, working on a wide range of knowledge. Nevertheless, in 31 years of existence, it was a few subjects that focused on Physical Education in relation to special carries necessities. On undergraduate catalogues of this course, since its implementation in 2006, it has been found the following subjects directed to special public and its respective ementa:

§*Psyicomotivity: (1978 to 1988): Conception, historical, functional division of nervous system. Motor development, motivity voluntarily and automatic; evaluations tests, specifics exercicies, aplication of motricity o sport.*

o *Special recreation (1990 to 1993): Special recreation, children of special necessities, physical deficiencies, metal deficiencies, children carries of emotinal problems, special classes. Recreation for the third age.*

§*Special Swimming (1992 to 1993): Swimming for babies, swimming for old age, swimming for deficiencies, swimming for pregnants, swimming for carries of respiratory diseasis.*

§*Special Physical Education (1994 to 2000): Special Physical Education, a carrie person of deficiency and the society, a carrie person of deficiency and the Physical Education, mental deficiency, physical deficiency, auditive deficiency, visual deficiency, third age.*

§*Physical Education and Carries of Deficiency (2001 to 2005): Adapted Physical Education, a carrie person of deficiency and the society, a carrie person of deficiency and the Physical Education, mental deficiency, physical deficiency, auditive deficiency, visual deficiency, , the third age person on the nursing homes.*

§*Introduction to Adapted Physical Education (2006): A carrie person of deficiency and the society. General notions about sensory deficiencies, General notions about mental deficiency. General notions about typical conducts and difficults of learning. "Adapted" Physical Education.*

Then, it can be noted that these subjects were implemented on the course from the requirement of the curricular reformation 03/07, which established the creation of Adapted Physical Education and it suggested that the knowledge produced in this field were included on its curriculum. Therefore, all of them were of optional character, excepted Adapted Physical Education, which both licentiate's degree and bachelor's degree, started to be offering as obligation character from the year of 2006. Related to the real offering of these subjects, we have confirmed those data only from the year of 1996, date refers to the informatization of Register's Office at Universidade Federal de Viçosa. The data refer to the period before have been lost. This way, we have offered the following subjects on the semesters and years.

§*Special Physical Education: 2nd semester of 1999 and the whole year of 2000.*

§*Physical Education and Carries do deficiency: 2nd semester of 2002 and the whole year of 2005.*

§*Besides, it is found proceeding on the first semester of scholastic year of 2006 and the subject Introduction of Adapted of Physical Education.*

In 2006, another change occurred on the curricular programme the creation of the subject Pedagogic practice IV, being it of obligate character for licentiate's degree. It has the goal of develop Physical Education on scholar area, observation and experiences that possibilities reflection about pedagogical situations contextually on the different forms/content systematize related to futsal and Adapted Physical Education.

Following inside of Universidade Federal de Viçosa's perspective, of that the individual formation must me supported on the base Education, Research and Extension, it is necessary to analyzer not only the subjects directed to the work of special carries necessities, but also the unfolding that may will be have, that are research's projects, of extension and also work of conclusion's course.

Due to the problem of data and files have been lost, sources refers to extension and research's projects are available for consultation only from 1993, whereas work of conclusion's course from 1992.

Researches accomplished on Physical Education Department that we have been registered, six of them had been accomplished in Pró-Reitoria de Pesquisa e Pós-Graduação following titles and the year of accomplishment are:

·*The interference of Aquatics Activities on the improvement of Motor Coordination in Carries of Down Syndrome - 1995 to 1996.*

Registration number: 40905146057

Objective:Tto verify the influence of Aquatics Activities on the Development on the motor Coordination in Carries of Down Syndrome

·*The Aquatics Activities as a support on the improvement of Motor Coordination and on the equilibrium in Carries of Down Syndrome - 1996 to 1998.*

Registration number: 40905146596

Objective: To proportionate to Carries of Down Syndrome the opportunity of modify theirs motor by the practice of Physical Activities on the water..

·*The insertion of Physical Education on the Continued Rehabilitation Process of Brain Paralyzed - 2000 to 2001.*

Registration number: 40913149350

Objective: To instrument Physical Education Professor to acts in to Carries of Brain Paralyzed.

·*Leisure's spaces for the Carries of Physical deficiency on public and private sectors of the City of Viçosa - 2002 to 2002.*

Registration number: 40921650623

Objective: To analyze the availably of suitable leisure spaces for the carries of physical on the public and private

sectors of the City of Viçosa.

·Adapted of Physical Education: The wheelchair people of APAE-Viçosa and Social inclusion though the Basketball Initiation - 2003 to 2004.

Registration number: 40923151705

Objective: To exposure and analyze the relation between on Adapted of Physical Education, priority to the initiation on basketball, and the social inclusion of APAE-Viçosa wheelchair people. The specifics goals of this project are: a) to raise and analyze specifics social- economics and motors of APAE-Viçosa wheelchair people; b) accomplish work field for the accompaniment on the adaptations occurred on basketball for initiates carries of specials necessities, on the case, the wheelchair people; technical aspects methodological (Education); c) to raise the main difficulties on initiations classes of basketball of APAE-Viçosa - structures, social- economics and methodological (Education); to raise and analyze the perception that related have in respect to social inclusion that could be occurring on wheelchair people though the practice of basketball initiation.

In relation to extension projects, only were registered on Extension Division at Universidade Federal de Viçosa.

The first register occurred in 2004, being the project entitle as "Rehabilitation of Carries of Brain Paralysis by Intermediary Aquatic Activities" (RAEX 060/04). This project had as goal the verification of a swimming and hydro gym's exercises program on the rehabilitation of carries of brain paralysis. Although, it had been registered only in 2004, with the same goal of attending on carries of brain paralysis. This carries of brain paralysis activities group, originated the research "The insertion of Physical Education on the Continued Rehabilitation Process of Brain Paralyzed" already mentioned.

Although, attending a group of only twelve students, the reached results had been sufficiently expressive, evidenced on that research above cited, and more work of conclusion's course. This success does not have assistance on rehabilitation of carries of brain paralysis attended, but also on the great interaction that has increased between the students, internships and frequentative of the gym where the activities are developed. Nowadays, It is a group that posses a great advance as used methodology and a great acceptance by the students.

In 2005, we have registered the second project, entitle "Interact Project: Adapted Physical Activity" (RAEX 624). It constituted in an unfolding of an old project of carries of brain paralysis, which has the intention of attending a greater number of people and carries of others deficiencies. This new project was created to attending approximately fifty children entailed to APAE-Viçosa on futsal, athleticism and basketball modalities, beyond keeping functioning an old project to brain paralyzed that was included by Interagir, as well by Swimming Project for Carries of Down Syndrome, which was developed by students of the Department of Physical Education, since the second semester of 2004. However, it had no kind of registration on Extension Division of Universidade Federal de Viçosa.

New modalities had been created due the impossibility of increasing the number od students on others existing projects. A consisting that motivated a creation of this new nucleus was the great interest demonstrated for those carries of specials necessities, entailed to APAE-Viçosa, on particular of APAE Regional Olympiads (Zona da Mata) accomplished on Department of Physical Education, in 2003. The interest confirmation came through for the acceptance and participation of them on the project activities.

In result of these new nucleous activities, not only the number of people could be increased, but also by significantly increased on the number of undergraduate students involved on this new activity. Of a group of approximately ten internships belonging to an old group for brain paralyzed, the Interagir Project on its creation counted with the participation of twenty five internships, reaching then the project's goals that constituted of promoting and stimulating studies realizations and researches referring to attended population, providing a scientific advance and better formation of the Department of Physical Education's students.

With so great inclusion, not only about attended students, but also to participation and involvement by the academics of the course, Interagir Project today constitutes in the biggest reference in special public attendance inside the Department of Physical Education. Besides, its activities not only restricted only in lessons, being involved on other events in partnership to APAE-Viçosa, always counting with a great success on these events, which demonstrates a great project credibility to its white public and related.

Interagir project had obtained a great acceptance to their white public; as a result, it had been renewed registrations for 2006, besides students related to APAE-Viçosa attending a new institution, Association of Carries of Specials Necessities of Viçosa (APONE). These associations composed for citizens of the city, in adult age that posse some kind of deficiency, being non-profit organization, that only has a goal of reach better life conditions for theirs members. This way appears a new partnership Interagir-APONE. In a lecture ministered by the counselor of the Interagir Project association appears a knowledge and interest for theirs members for participating on adapted physical activities offered by the project. This search for Interagir activities by its new group reinforces more trustfully and space that its project have been achieving.

Related to works of conclusion's course, between 1992 and 2005 it were found twenty three works which major focus were relates to Adapted Physical Education or Adapted Sport and carries of specials necessities, Following, is presented the works founded and the year that it were produced.

1992

·A laterally as Basement work on Physical Education for Pre-scholar and the first cicle of high school, as a way to prevent dyslexic.

·Work proposal of Psychomotor on Pre-scholar age

·Swimming: Integration factor of carries of physical deficiency and Society.

1993

·Physical Education and Mental Deficiency

1995

·Swimming as Adapted Physical Activity and Down Syndrome

1996

·A Physical Education and hyperactivity disturbance as attention deficit.

·The Swimming education for Educated Mental Deficient.

1998

·*Aquatic Activity- An alternative to the work of carries of Down Syndrome*

1999
·*Carries of Brain Paralyzes and Aquatics Activities*
·*Paraplegic and Aquatics Activities*
·*The dance and Carrie of visual deficiency: From knowledge to Intervention.*
·*Down Syndrome Considerations, Integration and Physical Education*
·*The Equoterapie and a Methody of muscular alongation on the treatment of Children carries of Down Syndrome*

2000
·*Brain Paralyzes and Physical Education - A necessary approach*
·*Paraolímpiadas*

2001
·*The influence of Physical Education on the work of development in children with autism*

2002
·*The insertion of the professional of Physical Education on the Rehabilitation of Brain Paralyzed.*

2003
·*The Carrier of Physical Deficiency and Leisure: A reflection about Acessibility*
·*A Espastic Brain Paralyzes and Swimming*
·*A Adapted Sport on Brazil - A Basketball Question*

2004
·*The interference of Aquatic Activity on the Flexibility and Rest Cardiac Frequency on Carries of Brain Paralyzes*

2005
·*The interference of Aquatic Activity on Rest Cardiac Frequency on Carries of Brain Espastic*
·*Trial Study: Behavior on the Carries of Down Syndrome during the Effort*
·*The formation of Physical Education Professor for the Work with a Adapted Physical*

For the first semester of 2006, we will have the conclusion of this work and more two works focusing in carriers of specials necessities with the following subjects:

·A Physical Education and the scholar inclusion process of carries of deficiency.

·Legislation and a Inclusive Education

Besides, it has been going on two more works to be concluded on the next periods, with the following subjects:

·Report about Physiotherapy, Precousious Stimulation, and Physical Education activities on the attendance of the carries of specials necessities at APAE-Viçosa.

·Interagir Project and the social inclusion process of carries of specials necessities.

Then, it could be concluded that the interest for carriers of specials necessities of the Department of Physical Education has been increasing, demonstrated not only for academic productions, but also for developed activities, even though having one subject that focus on the "Special" Physical Education question.

A Physical Education program must be elaborate thinking on the attendance on the necessity of each student. If it does not happens, we have a deficiency of the professor, which does not have ability of creating programs that explores student's possibilities. It must be in mind that its knowledge, this ability of dealing and attending that population. It will be acquired with practice, and living with those students, being then the formation of the Physical Education professor a continuous process, and it will be always searching for partnership with other fields. The professionals of this field must have as a main an attendance and development of people with specials necessities, not being imprisoned in one kind of difficulty or student's engagement. A work by Physical Education will must be build from a large idea of movement that can attends all of kinds of specials necessities which are mixed inside a one class of students.

For undergraduate course of Physical Education at Universidade Federal de Viçosa, I believe that the challenge is to get, with only one subject, which focus on carriers of specials necessities, awaken on student's interest for this public. During these classes, only a few hours that we are in touch with those special students, practically being impossible to us to perform with more self-confidence in this field, what makes lots of undergraduate students feel themselves incapable or extremely limited for this work. As already been said above, its knowledge and confidence, even though with all theoretical basement that undergraduate course can offers, only acting in this field that it will be have a real notion of what are the deficiencies and limitations that this public faces, because in many cases the limitation meets on preconception and not on the capability or incapability of then named deficient.

Inside of the tracings goals of this work and in the relation of what it is was observed for subsidize its analysis, it could be concluded that the analyzed course searchers for attending legal's requirements and it is always in search for able structure to offers a competent formation to the attendance of carriers of specials necessities. Therefore, it has not been reached a failures proposal, failures that have been observed on the law and on inclusive proposal which is in vogue at the moment, what represents that it is not yet prepared to include carries of specials necessities. But, as it was observed, it is believed that a new approved curricular program for the year of 2006, that this current scene of UFV course may be change, being able to be analyzed again soon when undergraduate students of this new curriculum could be or not be demonstrate a new interest for this public, as also new proposals to the course.

REFERÊNCIAS BIBLIOGRÁFICAS

-CIDADE, Ruth. A construção social da deficiência e do deficiente: uma breve incursão. In: RODRIGUES, David (Org). **Atividade motora adaptada: a alegria do corpo.** São Paulo. Editora Artes Médicas. 2006. p 17-27.

-DUARTE, Edison; SANTOS, Tereza Paula. Adaptação e inclusão. In: DUARTE, Edison; LIMA, Sonia Maria Toyoshima (Org) **Atividade Física para Pessoas com Necessidades Especiais: Experiências e Intervenções Pedagógicas.** Rio de Janeiro Editora Guanabara Koogan; 2005. p: 93-99.

-MANTOAN, Maria Teresa Eglér. **Inclusão Escolar: O que é? Por quê? Como fazer?** São Paulo: Moderna, 2003
-PEDRINELLI, Verena Junghähnel. A atividade física adaptada no continente sul-americano. **Revista Sobama.** Vol. 8. 2003.
-SANTOS, Antônio Raimundo. **Metodologia Científica: A construção do Conhecimento**. 2ª Edição. Rio de Janeiro, DP&A Editora, 1999.
-SATO, Carlos; CARDOSO Ana Maria; TOLOCKA, Rute Estanislava. A inclusão de pessoas com necessidades educativas especiais nas escolas regulares: Receio ou Coragem? *In* **Pedagogia do movimento. Coletânea de Textos.** Campinas, UNICAMP**.** 2002.
-SILVA, Rita de Fátima. A ação do professor de ensino superior na educação física adaptada: construção mediada pelos aspectos dos contextos históricos, políticos e sociais. Universidade Estadual de Campinas, Faculdade de Educação Física. Campinas 2004 (Dissertação de Mestrado).
-SOUZA, Mariana Neves. A formação do professor de educação física para o trabalho com a educação física adaptada. Universidade Federal de Viçosa, Departamento de Educação Física. Viçosa. 2005 (Trabalho de Conclusão de Curso).

Referências on-line:
www.rc.unesp.br/ib/efisica/sobama/sobamaorg/inicio.htm. Consultado em: 29 de junho de 2006.
www.portal.mec.gov.br/seesp/index.php?option=content&task=view&id=63&Itemid=192 Consultado em 21 de julho de 2006.
www.planalto.gov.br/ccivil_03/Leis/Lei_principal.htm. Consultado em 06 de agosto de 2006.

COVERING THE SPACE BETWEEN LINESES: TO KNOW THEM REFERRING TO THE SPECIAL CARRIERS OF NECESSITIES IN THE COURSE OF PHYSICAL EDUCATION DA UNIVERSIDADE FEDERAL DE VIÇOSA - MG.

Abstract

The goal of this work was to accomplish a mapping of the curricular propose of the Physical Education course at Universidade Federal de Viçosa, since its creation until the year of 2006, considering only the subjects that focus on special carries necessities. In order to temporize this work, it was done a brief incursion about educational legislation as well its position related to inclusive special education, including a brief reading on inclusive propose so argue nowadays. At the end of this study, it could be concluded that this course searches for attending legal requirements, and it always searches for an able structure to offer a qualified formation for special carries necessities attendance. However, so many things must be done and expects new horizons from the implemented curricular programme since the year of 2006, being its course to be target of news studies soon.

COUVRIR L'ESPACE ENTRE LINESES : POUR LES SAVOIR MENTIONNANT LES PORTEURS SPÉCIAUX DES NÉCESSITÉS AU COURS DE L'ÉDUCATION PHYSIQUE DA UNIVERSIDADE FEDERAL DE VIÇOSA - MG.

Le but de ce travail était d'accomplir tracer du curriculaire proposent du cours d'éducation physique chez Universidade Federal de Viçosa, depuis sa création jusqu'à l'année de 2006, considérant seulement les sujets que le foyer sur spécial porte des nécessités. Afin de temporiser ce travail, il a été aussi bien fait une brève incursion au sujet de la législation éducative sa position liée à l'éducation spéciale incluse, y compris une brève lecture sur inclus proposer ainsi discuter de nos jours. À la fin de cette étude, il pourrait conclure que ce cours recherche assister à des conditions légales, et il recherche toujours une structure capable pour offrir une formation qualifiée pour spécial porte l'assistance de nécessités. Cependant, ainsi beaucoup de choses doit être fait et s'attend à de nouveaux horizons du programme curriculaire mis en application depuis l'année de 2006, étant son cours à être cible des nouvelles étudie bientôt..

CUBRIR EL ESPACIO ENTRE LINESES: PARA SABERLOS QUE REFIEREN A LOS PORTADORES ESPECIALES DE NECESIDADES EN EL CURSO DE LA EDUCACIÓN FÍSICA DA UNIVERSIDADE FEDERAL DE VIÇOSA - MG.

La meta de este trabajo era lograr traz del del plan de estudios propone del curso de la educación física en Universidade Federal de Viçosa, desde su creación hasta el año de 2006, considerando solamente los temas que el foco en especial lleva necesidades. Para temporize este trabajo, fue hecho una breve incursión sobre la legislación educativa también su posición relacionada con la educación especial inclusiva, incluyendo una breve lectura en inclusivo proponer así que discutir hoy en día. En el final de este estudio, podría ser concluido que este curso busca para atender a requisitos legales, y busca siempre para una estructura capaz para ofrecer una formación cualificada para especial lleva la atención de las necesidades. Sin embargo, así que muchas cosas se debe hacer y cuenta con nuevos horizontes del programa del plan de estudios puesto en ejecución desde el año de 2006, siendo su curso a ser blanco de las noticias estudia pronto

PERCORRENDO AS ENTRELINHAS: OS SABERES REFERENTES AOS PORTADORES DE NECESSIDADES ESPECIAIS NO CURSO DE EDUCAÇÃO FÍSICA DA UNIVERSIDADE FEDERAL DE VIÇOSA - MG.

O objetivo deste estudo foi a realização de um levantamento da proposta curricular do curso de graduação em Educação Física da Universidade Federal de Viçosa, desde sua criação até o ano de 2006, considerando apenas as disciplinas que enfocam os portadores de necessidades especiais. Para a contextualização deste trabalho foi realizada uma breve incursão sobre a legislação educacional e sua postura em relação ao ensino especial e inclusivo bem como uma breve leitura quanto proposta inclusiva tão discutida atualmente. Ao final deste estudo pode-se concluir que o curso em questão busca atender as exigências legais e está sempre em busca de uma estrutura capaz de oferecer uma formação competente para o atendimento aos portadores de necessidades especiais. Entretanto muito ainda deve ser feito e espera-se novos horizontes a partir da grade curricular implementada neste de ano de 2006, podendo o mesmo curso ser alvo de novos estudos em breve.