46 - CHALLENGES: PHYSICAL EDUCATION AND INCLUSION IN BASIC EDUCATION

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INTRODUCTION

The school today has sought new educational paradigms aimed to Disability , aiming to make an inclusion responsible and consistent you can actually meet the real needs of learners , respecting individual differences , socio-political and economic conditions , guaranteeing the right to learn , live , succeed in school and in other social segments with dignity and exercise their citizenship .

It is noticed that in Brazil there are many laws that support the Handicapped to participate effectively in the building society , guaranteeing them the right to education, culture , leisure and determining education institutions to awaken in students : ethics , solidarity, criticality , living together in a group and all human potentialities . But , however , this discourse is restricted on paper , because the schools are not prepared physically , educationally and can not make a consistent inclusion , since in practice Disability are still discriminated against , has no priority to individual care and special yet, little has occupied a prominent place in school and in society .

In this context , the school has to fulfill its role , informing educators, parents , and other community what it takes to make a quality inclusion and exclude from their practice any form of discrimination and exclusion for People with Special Needs .

In this perspective , this paper will address issues relevant to Inclusion is happening and how it should happen that she will really be inclusive and transformative , a commitment by all , whose principle subsidize the pedagogical practice that seeks to actually develop the potential of students and take them to the full exercise of citizenship , integrating them into society .

A brief history of disability in society

A deficiency in humanity are not phenomena of our day , have always existed and will exist . When a child is born with a disability to get her and her family a long history of difficulties . And all these deadlocks do not occur due to the existence of the disability , but because of the attitudes of people and society in general of their condition .

Comes up over time records that prove the resistance with respect to social acceptance of people with disabilities . Among the Romans at the beginning of the Christian era the precepts of Seneca , Roman philosopher and poet born in IV . C were well established . DUNN , (1975 , P.18) :

> We kill the mad dogs , bulls and fierce indomitable , degolamos sheep infected patients fear the herd , asfixiamos newborns poorly made , but the children are weak or abnormal , we drowned : this is not hate, but the reason that invites us to separate the parts are those that may corrupt them.

The Ministry of Education in 2003 to widen and improve the knowledge of the demand for educational attention specializes in Brazilian schools conducted a review of the concepts related to disability , specifying the identification of low vision and blind students , deaf and hearing , and expanded the data collection , including the series in which they are enrolled pupils with special Educational Needs . But gradually evolving society , disability is losing its character good or evil , light or darkness begins to be seen as a human condition . Lately , myths begin to be overturned . The Disability start believing more in yourself and fight for its own sake . Respect for differences has the right to have them .

THE CHALLENGE OF INCLUSION

The UNESCO report , conducted by the International Commission on Education for the XXI Century , chaired by Delorazepam (1996 , P. 17) has the same line of argument . States that education should reach all . In addition to determining who is two goals : to transmit a growing body of theoretical and technical knowledge , and guidelines that may be developed in the design of individual and collective development . With this new vision of inclusive education differences , rather than broken become accepted and respected , not if we desire to make or attempt to make someone "normal ." People with Disabilities should be treated as citizens with equal rights and duties .

According to Soares (1998 , P. 34) , it is laying the groundwork for the school can successfully educate the diversity of its students and collaborate with wide eradication of inequality and social injustice . Thus, the inclusive education emphasizes the need for advancement to other forms of action contrasts in practices that have characterized school integration . This is how the concept of inclusion is to address the different situations that lead to social inclusion and education of many students . Therefore , the inclusion assumes that living and learning in a group is the best way to benefit everyone , not just children labeled as different.

According to Amaral (1994 , P. 56) , inclusive education is primarily a human rights issue , since it claims that can not be isolated to any person as a result of their disability , their learning disability , their gender or even if they belong to an ethnic minority (something that would be against human rights) . In the opinion of Maura (1996 , P. 25) , the notion of understanding the concept of inclusion and community participation . Therefore , inclusive education aims to increase the participation of all students in the school curriculum and the reduction of educational and social exclusion .

Anyway , inclusive education focuses on how to support the qualities and needs of each and every student in the school , is an ideal way to achieve social inclusion , something that should not be independent of the government and they should devote economic resources necessary to establish it . Inclusion refers not only to the educational factor , but the true meaning of being included. Implicit in social inclusion , participation in the competitive job market , which is the ultimate goal of inclusion. According to Dyson (2001 , P. 157)

> Students can not be considered to include not acquire the attitudes necessary to participate in society and employment and / or until the differences between their attitudes and those of their peers are considerable .

The LDB 9394/96 , in its articles 58 , 59 and 60 supports the inclusion of people with special needs in mainstream education , with the same conditions as the other students . And these articles along with its clauses and paragraphs state that the basis of the analysis of some articles to support special education , it is clear that the law supports such inclusion , but inclusion is not just inserting these students in regular schools , but yes , meet their real needs in regular schools , with teachers : empowered with educational support and above all with opportunities to act in the social environment as a true citizen respecting its limits and potentials . On this subject , NCPs Physical Education (2001 , P. 40) addresses that: " By ignorance , fear or prejudice, most with disabilities were (and are) excluded from education classes - Physics . Participation in this class can bring many benefits to these children , particularly with regard to the development of affective skills , integration and social inclusion. The teacher must understand that the child has difficulties and skills , and optimal conditions to be part of that space . So should receive it with great enthusiasm and diversity of pedagogical actions .

TEACHER EDUCATION - PHYSICS IN SCHOOL BUILDING INCLUSIVE INCLUSIVE AND DEMANDS CHANGES

Inclusive school is one that ensures the quality of teaching education to each of its students , recognizing and respecting the diversity and responding to each according to their capabilities and needs . So a school can only be considered inclusive when organized to encourage each student , regardless of race , sex, age, disability , social status or any other status. A significant education is one that ensures access to all systematic knowledge and resources to be mobilized . NCPs Physical Education (2001 , P. 83) values diversity and difference :

> By distributing throughout the planning activities with emphasis on capacity balance, strength , speed , coordination , agility and pace fairly, or that require different skills are put into practice , the teacher enables the individual characteristics are valued .

It is utopian to want all advances are homogeneous and concurrent learning among students , since it reflects the diversity is a real factor . A physical education class has the power to transform these inequalities differences profitably . According to the PCN (2001 . P , 85) " the plurality of pedagogical actions presuppose that what makes students alike is precisely the ability to express themselves differently . "

Perrenoud (2000 , P. 65) points out some factors that hinder the construction of a collective educational : " The limitation of historical political and administrative autonomy of the professional education and her consequent individualism , lack of exercise of communication, negotiation , cooperation , conflict resolution , planning and flexible symbolic integration , diversity of personalities that make up the group of educators , and even the frequent presence of authoritarian practice direction or coordination of education. " it is known , however , which is one of the important roles of the family become aware that the acceptance extends horizons and opens new perspectives. Starting from the principle , it is impossible not stay long time in " distress " and seek to move to the preparation of the personal mother and father . This leads to the discovery of new ways to take advantage of all the capabilities , both parents and children in pursuit of their full development. To SZUMANSKI , (2000 , P.16) family is : " One of the institutions responsible for the process of socialization , by performing practices exercised by those who have the role of transmitters - the parents - that are developed along with receivers - the children . These practices are realized in continuous and habitual actions in interpersonal exchanges . "

The family needs to build cooperative and collective patterns of coping with feelings , needs analysis of each member and the group as a whole , decision making , search for resources and services needed to meet your well being and a life of good quality . Its development requires reflection, organizing actions and participation of all : teachers , staff, parents and students in a process of collective construction. His systematization is never final , which requires a participatory planning , which constantly improves during the hike . The pedagogical support services specialist , or other alternatives found by the school , must be organized and secured in educational projects and school regulations , if properly regulated by components Boards of Education . BRAZIL (1994 , P. 210) defines as living resources : " A place with equipment , materials and teaching resources specific to the nature of the special needs of the student , which provides supplemental educational services held in the common room. The student must be served individually or in small groups for specialized teacher , and at different time of attending the school regulations . " For inclusion a reality , it will be necessary to review a number of barriers , as well as political and pedagogical practices and assessment processes . It is necessary to understand human development and its relations with the learning process , taking into account how is this process for each student . According to the PCNs of Physical Education (2001 , P. 40) , points out that :

> Most people with disabilities have facial features , morphological changes or coordination problems that stand out from the rest. The attitude of the students on these differences is something that will be constructed in conviviality and depend greatly on the attitude that the teacher adopt. You can integrate this child to the group , respecting its limitations , and at the same time, provide an opportunity for them to develop their potential .

There is no proposal to include that can be generalized or multiplied , as it is still in its infancy, however it is the consensus that this process is the responsibility of the whole society and therefore it is necessary that the school is open to " listening", favoring thus the exchange for the construction of school inclusion . ALVES , (1995 , P.28) . " While happy society is not enough, there is at least fragments of the future that laughter is served as a sacrament , so that children learn that the world may be different . The school , itself , is a fragment of the future ... " . What we see in a more expressive with respect to the model of inclusive school for the entire country at the time , is the situation of human resources more specifically teachers of regular classes , resistant to the idea of inclusion , arguing lack of experience , information and preparation to deal with the differences in the classroom . It is necessary that these professionals are trained and aware of the importance of their role to have conditions to transform their educational practice . On this point , NCPs Physical Education (2001 , P. 40) , emphasizes that:

> The physical education class can help build an attitude of self-respect and dignity by the poor and living with it can enable the construction of attitudes of solidarity , respect , acceptance , without prejudice.

Anyway , for the process of school inclusion there must be a transformation in the education system that has benefit any person , taking into account the specificity of the subject and no more the deficiencies and limitations .

FINAL

The theme Inclusion is now the focus of attention and discussion from around the world . In Brazil , its policy positions

in favor of service to students with special needs in regular classes . The challenge for the regular class teacher is great because it requires changes in the context of the classroom and the methodology employed . Surveys conducted among teachers , show even today, a lot of resistance to these changes . Many justify not been prepared during the period of training , others make it clear that in addition to information and training , they lack psychological conditions to make such a commitment . In reality what we see is a large uncertainty , reinforced by the lack of acceptance by some educational professionals .

This commitment is all inclusive of educators who should embrace this mission , contributing to effective action , with direction and partnerships in the fight against discrimination of excluded . Should participate in this process and decisions regarding the new educational policy with caution and responsibility by verifying the organization of the system , if indeed the Handicapped are included , whether they are being met in their specificities , leaving school the best how to serve you and ensure a meaningful learning and quality . However , the system of government should subsidize the infrastructure necessary for inclusion, ensuring the structural and professional , specializing entire school community in order to be able to meet different realities . Still , the teacher is aware of the position that assumes society , meaning a possible way to resize the ideological strength of the school and set the action to be performed in the process of socialization and inclusion. In education , in school and doing school , you must have courage to become the true link between what we have and what we dream .

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CHALLENGES : PHYSICAL EDUCATION AND INCLUSION IN BASIC EDUCATION

ABSTRACT

We live today in education , a new time: the time of inclusion. Ie , leave no student Carrier Special Needs out of school , and more specifically , outside the regular school . However , inclusion does not mean just put these students in regular classes but also ignore that are unique beings with characteristics , needs and interests . The article challenges : Inclusion and Physical Education in Elementary Education highlights the literature on inclusive education that the attitudes of teachers towards students placed in the classroom depends heavily on factors such as type of society in which it operates school : conceptions and representations social on disability , difference , diversity , learning disabilities and the resources and mechanisms of functioning of schools and educational management policies , and considering teacher training are the most pressing agendas that should go on the agenda for research and educational policy . It is understood that the proposal inclusive in Brazil is going through major challenges: training courses , a different look to meet real needs . However , we have failed to make an inclusive education that can provide quality students , and she turned to cognitive - socio- cultural development of students. This paper will report on the experience of the challenges of inclusion of students with Special Needs with the discipline of Physical Education , highlighting the difficulties and the progress the school community who experience the learning process along with the inclusion process .

KEYWORDS : Physical Education and Inclusive Challenge, Quality , Transformation , Commitment .

DÉFIS : L'ÉDUCATION PHYSIQUE ET L'INCLUSION DANS ÉDUCATION DE BASE

RÉSUMÉ

Nous vivons aujourd'hui dans l'éducation, une nouvelle fois : le moment de l'inclusion . C'est à dire, ne laisser aucun élève porteur des besoins spéciaux de l'école, et plus particulièrement , en dehors de l'école régulière. Toutefois , l'inclusion ne signifie pas seulement mettre ces élèves dans les classes régulières , mais aussi ignorer que sont des êtres uniques avec des caractéristiques, des besoins et des intérêts . L' article remet en question : l'inclusion et l'éducation physique dans l'enseignement primaire met en évidence la littérature sur l'éducation inclusive que l'attitude des enseignants envers les élèves placés dans la salle de classe dépend fortement de facteurs tels que le type de société dans laquelle elle opère école : conceptions et représentations sociale sur le handicap , la différence , la diversité, les difficultés d'apprentissage et les ressources et les mécanismes de fonctionnement des écoles et des politiques de gestion de l'éducation et de la formation des enseignants compte tenu de l'ordre du jour sont les plus pressants qui devraient aller à l'agenda de la recherche et de la politique éducative. Il est entendu que la proposition inclusive au Brésil passe par des défis majeurs: cours de formation, un regard différent pour répondre aux besoins réels. Cependant, nous n'avons pas procédé à une éducation inclusive qui peuvent fournir aux étudiants la qualité , et elle s'est tournée vers le développement cognitif , socio- culturelle des élèves . Ce document fera le point sur l'expérience des défis de l'inclusion des élèves ayant des besoins particuliers à la discipline de l'éducation physique , en soulignant les difficultés et les progrès de la communauté scolaire qui subissent le processus d'apprentissage ainsi que le processus d'inclusion.

MOTS CLES : Education physique et inclusif Défi, la qualité, la transformation , l'engagement.

RETOS : EDUCACIÓN FÍSICA Y SU INCLUSIÓN EN EDUCACIÓN BÁSICA

RESUMEN

Hoy vivimos en la educación, un nuevo tiempo : el momento de la inclusión. Es decir , dejar a ningún estudiante Carrier necesidades especiales de la escuela, y más específicamente, frente a la escuela regular. Sin embargo , la inclusión no significa que sólo hay que poner a estos estudiantes en las clases regulares, pero también ignoran que son seres únicos con características, necesidades e intereses . El artículo cuestiona : Inclusión y Educación Física en la Educación Primaria destaca la literatura sobre la educación inclusiva que las actitudes de los profesores hacia los alumnos colocados en el aula depende en gran medida de factores como el tipo de sociedad en la que opera la escuela : concepciones y representaciones social sobre la discapacidad, la diferencia , la diversidad, las dificultades de aprendizaje y los recursos y los mecanismos de funcionamiento de las escuelas y las políticas de gestión educativa , y teniendo en cuenta la formación del profesorado son los programas más urgentes que deben ir en la agenda para la investigación y la política educativa. Se entiende que la propuesta inclusiva en Brasil está pasando por grandes retos : cursos de formación , una mirada diferente a las necesidades reales . Sin embargo , no hemos podido hacer una educación inclusiva que puede proporcionar a los estudiantes de calidad , y se volvió hacia el desarrollo cognitivo , socio- cultural de los estudiantes . En este trabajo se presentará un informe sobre la experiencia de los desafíos de la inclusión de los estudiantes con necesidades especiales con la disciplina de la Educación Física , resaltando las dificultades y los avances de la comunidad escolar que experimentan el proceso de aprendizaje , junto con el proceso de inclusión .

PALABRAS CLAVE : Educación Física y el Desafío inclusiva, de calidad , transformación , Compromiso .

DESAFIOS: EDUCAÇÃO FÍSICA E INCLUSÃO NO ENSINO FUNDAMENTAL

RESUMO

Vivemos hoje na educação, um novo tempo: o tempo da inclusão. Ou seja, não deixar nenhum aluno Portador de Necessidades Especiais fora da escola, e mais especificamente, fora do ensino regular. Entretanto, inclusão não significa apenas depositar esse aluno em classes regulares, como também ignorar que são seres únicos, com características, necessidades e interesses próprios. O artigo Desafios: Inclusão e Educação Física no Ensino Fundamental destaca na literatura sobre Educação inclusiva que as atitudes dos professores face aos alunos inseridos em sala de aula dependem muito de fatores tais como: tipo de sociedade em que se insere a escola: concepções e representações sociais relativas à deficiência, diferença, diversidade, dificuldade de aprendizagem e dos recursos e mecanismos de funcionamento das escolas e políticas de gerenciamento educacional, considerando ainda a formação de professores serem uma das mais urgentes pautas que devem entrar na agenda de pesquisa e política educacional. Entende-se que a proposta inclusiva no Brasil vem passando por grandes desafios: cursos de capacitação; um olhar diferente para atender às reais necessidades. Contudo, ainda não se conseguiu fazer uma educação inclusiva que possa atender com qualidade seus alunos, sendo ela voltada ao desenvolvimento cognitivo-sócio-cultural dos educandos. O presente artigo trará o relato de experiência dos desafios da inclusão dos alunos Portadores de Necessidades Especiais com a disciplina de Educação Física, destacando as dificuldades e os progressos que vivenciam a comunidade escolar no processo de ensino aprendizagem juntamente com o processo de inclusão.

PALAVRAS–CHAVE: Educação Física e Inclusiva, Desafio, Qualidade, Transformação, Compromisso.