74 - PHYSICAL EDUCATION : AN INCLUSIVE APPROACH IN BROOK SCHOOL LUIZ DE LIMA

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1. INTRODUCTION

Education is a process of human intellectual construct. Scholars of educational action seek to facilitate the pedagogical practice of teachers, so that they show the student the various forms of personal and collective growth and may lead them to maturity as citizens.

But, when it states that education is not only for the brain, the intellect, the body also needs to be educated, worked, improved, there is the figure of the Physical Education teacher where this article aims to increase the value this professional, considering that this works on so many obstacles in view of its practical work - according to teachers from other areas - just the physical part.

This fallacious thinking still guides the teacher through, but has been overhauled before the knowledge disseminated in academia on the concepts taught in physical education classes and practice simultaneously.

Therefore , this article is to detect problem situation as it is being developed teaching in the Department of Physical Education in the State School Luiz Ribeiro de Lima in the second cycle of primary education mode , as well as whether it is possible to teach effectively discipline aforementioned . Finally , it aims to find the professionals who are involved in the educational process are properly trained to work with inclusive education .

2. PRINCIPLES OF PHYSICAL EDUCATION SCHOOL INCLUSIVE

The education of the human being is complex and it is literally the only factor linked classroom lessons, nor is an action constituted by family institutions. Questions are faithful and require answers that can be proof of success in the process of inclusion. Find themselves questions like: " how if teachers are not prepared for inclusion? ", "How to do is to increase awareness should also occur with parents, family members, directors, finally the whole society on the importance of non-discrimination? "

The first step is to believe that school is a place of revolutions. We need to defend this common place where revolutions are born, where we discuss all educational activity, whether destructive or constructive. Piaget (1973, p. 21), has advocated a revolutionary school:

> [...] Every human being has the right to be placed during their training in a school environment such that it is possible to get to point out, by the end , the tools that are necessary adaptation operations logic. Now this training is more complex than it might appear , and will not require a special insight to realize that - when examining individuals and normal adults , representing a reasonable average human - that personalities truly logical and owners of their thinking is so rare as men truly moral and exercise their conscience in all fullness . The right to intellectual and moral education implies something more than a right to acquire knowledge , or listen to , and something more than an obligation to fulfill: it is a right to forge certain spiritual tools , more precious than any other , and whose construction requires a specific social environment , consisting not only of submission […]

It was observed that the teacher aware that it failed to achieve satisfactory results with his students and with difficulty or not satisfactorily rethink their pedagogical seeks new elements often mere recipes how to teach certain content that believes, can improve the picture. An evidence of this is the ever-increasing participation of teachers in meetings, conferences or courses to update and seek new methods of teaching.

But inclusion is not a method, it is not a technique, it is an action, an attitude, the resources made available to mere parts are to be used to enrich and make transparent the process. A school that values the inclusion is not bound , nor expecting the success of national policies , but binds the world facts . The 1988 Constitution, in Art.205, shows education as a right and duty of the State and the family.

In Article 206, there are eminently democratic principles whose meaning is to guide education, see it: equal convictions not only access, but also to stay in school, freedom to learn, teach and disseminate the thought, pluralism of ideas and pedagogical concepts, the coexistence of public and private institutions, the existence of free public education and democratic management of public education.

Since the foundation, the backbone, the principle is the Constitution, is that it comes from the Law of Guidelines and Bases of National Education (9394/96) which confirms the rules on equal opportunities for all people, including those with disabilities. These ideas which are also described in the World Declaration , the Declaration of Human Rights , the Statute of Children and Adolescents , among others . Ferreira (1998) and Omote (1996) point out that the law indicates major changes in the policies of educational services, providing a discussion that contributes to rethink education.

In 1994 there was a conference in Spain on World special educational needs in the city of Salamanca. The Salamanca Statement, whose principles are guided,:

I. the recognition of the differences;
II. Meeting the needs of everyone;
III. Promoting learning;
IV. recognition of the importance of school and training for all teachers at the prospect of an inclusive world where everyone is entitled to participate in society in pursuit of achieving the highest level of democracy.

According Mantoan (2003) inclusion is a form of integration that questions the policies and organization of special education and regular. The idea of inclusive school , advocated by the author , not the one who specializes in special education ,

but one that shows not delete receptive , i.e. , leave no student outside of regular school . So, following this line of reasoning, the model schools create educational centers for children special treatment, is actually a disguised form of inclusion.

It is then observed that the discussions of Salamanca as the promotion of education for all with a focus on educational needs educational, is not inculcated in this form of action. Physical education should be positioned in favor of this ordinance, fulfilling its role whose goal is to include a student or group of students who have been previously excluded, and therefore need to return to the starting point and follow a new north grounded in equality for all in an inclusive education.

3. A RECURRING EVENT

Pedro de Sousa Mendes Junior (real name , because it is a minor) , according to medical reports have " Global Delay Development in possibly the result of organic brain- changes . This does not prevent you from attending school. However, you should do regular treatment with a psychiatrist or neurologist. "

Peter is a student in the 6th grade (grade 5). State schools do not have the lower elementary school, as this responsibility and obligation incumbent on municipal schools where Peter attended his 5th year (4th grade). Came to school without the medical report, ie, as a child who does not have to be a physical PSENs, there was no need and monitoring. With the arrival of the medical report, and the perception of teachers during classes that Peter was PSENs (even without the report) . Thus was appointed a teacher to accompany him and assist him with homework as determined by the school management.

4. METHODOLOGY

The research was developed through dialectical method. Dialectic is the art of dialogue, i.e., to argue and has argued in relation to matters that cannot be demonstrated. As teaches (Mezzaroba and MONTEIRO, 2003, p.71) is restricted to issuing opinions that could be considered rational from either based on a consistent argument. Was made also a case study in the State School Luiz Ribeiro de Lima focusing qualiquantitativo. Nature sometimes used was descriptive and exploratory. Finally, bibliographic research in scientific journals, books , articles , search websites , documentary and field . Data collection as a tool with the observation in locus as well as interviews.

5 . ANALYSIS AND DATA - DISCURSÃO

Analyze here some of the questions to the subjects of the interviews conducted. Thus, it was named Professor by the letter - P and Counseling - OE. Therefore we have M Rutter and D. Cohen (2009. P.31)

> [...] the child with PDD is characterized by severe abnormalities in reciprocal social interactions , communication patterns stereotyped and repetitive , and a narrowing in the activities and interests of the child. It also presents marked impairment in direct eye contact, facial expression, body postures and other actions needed to communicate with other people [...]

Thus we wonder if this student had patterns of repetitive or stereotyped. Obtained by collecting data that Peter who despite having had no TGD these behaviors as “wander in the normal way, has good body posture and overall well-developed motor skills and understands that it is past.” - Testimony of P3.

Given the profile approached the research instrument which refers to the social context in which the following questions we obtained the following answers . What is the behavior exhibited by the student during class? “Peter is a tad difficult to deal with, having no clear notions of limits. It is NOT averse and is constantly aggressive when thwarted, by consequence of this lack of boundaries and his mood swings “- Witness P1.

What benefits has brought the school to the student? “The Peter when he is in a good mood, always presenting dialogues quite a lot of content on their daily lives, about your interests and things you do. Can you work in a group as you experience being in control “Testimony of P3. Further highlights (Bradford , 1997; Walsh & McGoldrick , 1998. P38).

“Most studies in this area focus on the impact of the TGD parents, while little attention has been given to the impact on siblings. According to the biopsychosocial systemic perspective, the family should be considered as a functional unit in which the impact of an illness resonates in each member and all family relationships. A child with PDD directly and indirectly affects the functioning of the other members in the family. "

Accordingly we performed the following question. How would you describe the family atmosphere of this student? “It shows punctual and hardworking. During the semester, there were episodes of exploding your mood in which he acted aggressively, in those moments, requested the presence of the charge (the mother), but noted that it has lost control over the child and that the handles and tries to fainting " - testimony of CP.

Given the above reports, we noted that Peter is a student involved in a world of unrest and emotions both introspectively and socially. Did he really is being accompanied by an expert? It assaults all who approach, but is not a constant.

When you want to follow rules. The reports show that the inclusion of this school is not fully implemented because the teachers, coordinating education, educational guidance, and their family environment do not have enough subsidies to understand you and help you in adversity everyday school. It is noticed that the student under discussion has the potential to raise their academic level there because their knowledge of the alphabet as well as have enough motor skills for writing. Therefore, bring forth a question: How are the Physical Education classes for this student?

Many physical education teachers show up dissatisfied and fearful about the effective inclusion of students with disabilities in schools, because they think their university courses not offered them subsidies needed to act in this situation.

Therefore, it is salutary to expose that the first step is planning, based on a class of students , not the reverse , when the teacher wants the students to adapt to their way of teach the classes . The teacher should they seek to include and not to include the student says Ramos (2008, p.14):

> [...] Preparing the syllabus no more upon established parameters, but taking into account the reality of the students in the class. The teacher has the task to suit your audience, and not wake up and this fits determinations beyond their present condition [...]

Teacher training is the first step towards inclusive education to succeed. In general, it is a factor that will ensure the progress, quality and maintenance of all students in the school, as prepared, the teacher will have the competence to evaluate what type of intervention will foster the development of students, the impact of inclusion for students without disabilities, if no change in the performance of children's learning and how this performance can be enhanced (Farias, 2003) .

Physical Education for Peter should be a time to feel part of a whole, and not apart . Being one among many and not the only different between equals. Pedro needs to be equal to John , Mary , to Andre , Fernanda . Pedro does not need to be an athlete, just being a student, and as such, progress in the educational process with the others.

6. CONCLUSION

The current analysis shows the situation of the inclusion in the public schools. The focus here is approached Physical Education, but could be any other curriculum component that the difficulty would be similar, since, despite extensive literature, its applicability is difficult.

In School Luiz Ribeiro , inclusion has been gradually consolidating . The difficulties presented in the proceedings are being overcome. Classes were prepared for a group of students who apparently did not have any physical disabilities, so normal students. With the addition, the school and its faculty, has been seeking ways to adapt to the new reality, where students PSENs are in the same environment that is not limited by physical condition.

It was also a vagueness and difficulty for the performance of duties in respect to mentors and coordinators because of the tiny number of employees to assist the school management. Because there are situations constantly being resolved by management outside the educational environment , and who is responsible for the institution are the coordinators and mentors that shift , which ends up causing the backlog .

The School Luiz Ribeiro still has problems with accessibility, but it has become an exercise in solidarity. Do not have bathrooms or upgraded rooms, but that does not stop the search for alternatives. Has no material suitable for Physical Education PSENs, but does not prevent the socialization among students.

The path to effective inclusion is over. The most valuable ally for the other components is the physical education curriculum, allowing for both theory and practice to students during class. So it can improve the practice of physical education in order to contribute to social inclusion and citizen formation, away from seeking athlete, but close to the discovery of the human being.

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PHYSICAL EDUCATION: AN INCLUSIVE APPROACH IN BROOK SCHOOL LUIZ DE LIMA

ABSTRACT

The Physical Education curriculum is a component that comes over time showing that it can be the difference between inclusion and exclusion. To stand before the difficulties presented in inclusive education as a way for the acceptance of differences, physical education shows that it is able to work inclusion, which contributes to the growth of the student as a person who knows their rights and fulfill their duties . The school has special role in the inclusion process. It is the starting point and the process. No school inclusion would not be possible, because it is what you learn in school citizenship, living, socializing. It can be seen then that the school is not only workup, it is also a place of discoveries and challenges. At the moment, the biggest challenge is the inclusion. When the family realizes it needs a complement to educate your child she comes to school and so, with the collaboration of the family, the school does its role in the construction of knowledge of the student. But when the family has a carrier of special educational needs within the home, believes that the school can not help, because "the patient" needs personal care. It is in this scenario that physical education stands as one of the indicators of progression in the process of knowledge construction related to the inclusion of PNEEs in classrooms. The emphasis is on adapting the teacher and not the student. See if this reality is being developed in school luiz ribeiro file is the main objective of this study.

KEY WORDS: Inclusion, citizenship, physical education.

ÉDUCATION PHYSIQUE: UNE APPROCHE INCLUSIVE À BROOK ÉCOLE LUIZ DE LIMA

RÉSUMÉ

Le programme d'éducation physique est un élément qui vient au fil du temps montre qu'il peut faire la différence entre l'inclusion et de l'exclusion. Se tenir devant les difficultés présentées dans l'éducation inclusive comme un moyen pour l'acceptation des différences, l'éducation physique montre qu'il est capable de travailler inclusion, ce qui contribue à la croissance de l'élève comme une personne qui connaît leurs droits et s'acquitter de leurs devoirs . L'école a un rôle particulier dans le processus d'inclusion. C'est le point de départ et le processus. Aucune inclusion scolaire ne serait pas possible, parce que c'est ce que vous apprenez à l'école de la citoyenneté, de vie, de socialisation. On peut voir alors que l'école n'est pas seulement bilan, il est aussi un lieu de découvertes et de défis. À l'heure actuelle, le plus grand défi est l'inclusion. Quand la famille se rend compte qu'il a besoin d'un complément d'éduquer votre enfant, elle arrive à l'école et ainsi, avec la collaboration de la famille, l'école fait de son rôle dans la construction des connaissances de l'élève. Mais quand la famille a un porteur de besoins éducatifs spéciaux à l'intérieur de la maison, croit que l'école ne peut pas aider, parce que «le patient» a besoin de soins personnels. C'est dans ce scénario que l'éducation physique se présente comme l'un des indicateurs de la progression dans le processus de construction de connaissances liées à l'inclusion de PNEEs dans les classes. L'accent est mis sur l'adaptation de l'enseignant et non l'élève. Voir si cette réalité est en cours d'élaboration dans le fichier Ribeiro luiz école est l'objectif principal de cette étude.

MOTS CLÉS: inclusion, la citoyenneté, l'éducation physique.

EDUCACIÓN FÍSICA: UN ENFOQUE INCLUSIVO EN BROOK SCHOOL LUIZ DE LIMA

RESUMEN

El plan de estudios de educación física es un componente que viene con el tiempo demostrando que puede ser la diferencia entre la inclusión y la exclusión. Para estar delante de las dificultades que se presentan en la educación inclusiva como un camino para la aceptación de las diferencias, la educación física demuestra que es capaz de trabajar la inclusión, lo que contribuye al crecimiento del estudiante como una persona que conoce sus derechos y sus deberes . La escuela tiene un papel especial en el proceso de inclusión. Es el punto de partida y el proceso. No inclusión escolar no sería posible, ya que es lo que se aprende en la escuela de la ciudadanía, que viven, socializar. Se puede ver entonces que la escuela no es sólo estudio diagnóstico, sino que también es un lugar de descubrimientos y desafíos. Por el momento, el mayor reto es la inclusión. Cuando la familia se da cuenta de que necesita un complemento para educar a su hijo que viene a la escuela y así, con la colaboración de la familia, la escuela hace su papel en la construcción del conocimiento del alumno. Pero cuando la familia tiene un portador de necesidades educativas especiales dentro de la casa, cree que la escuela no puede ayudar, ya que "el paciente" necesita atención personal. Es en este escenario que la educación física se presenta como uno de los indicadores de la progresión en el proceso de construcción del conocimiento en relación con la inclusión de PNEEs en las aulas. El énfasis está en la adaptación del profesor y el estudiante. A ver si esta realidad se está desarrollando en el archivo ribeiro luiz escuela es el objetivo principal de este estudio.

PALABRAS CLAVE: inclusión, ciudadanía, educación física.

EDUCAÇÃO FÍSICA: UMA ABORDAGEM INCLUSIVA NA ESCOLA LUIZ RIBEIRO DE LIMA

RESUMO

A Educação Física, é um componente curricular que vem ao longo do tempo mostrando que pode ser o diferencial entre a inclusão e a exclusão. Ao se posicionar diante das dificuldades apresentadas na educação inclusiva como um caminho para a aceitação das diferenças, a educação física mostra que é capaz de trabalhar a inclusão, de maneira que contribua para o crescimento do educando enquanto pessoa que conhece seus direitos e cumpre seus deveres. A escola tem papel especial no processo de inclusão. Ela é o ponto e partida desse processo. Sem a escola a inclusão não seria possível, pois é na escola que se aprende cidadania, convivência, socialização. Percebe-se então, que a escola não é apenas propedêutica, ela é também um local de descobertas e desafios. No momento, o maior desafio é a implementação da inclusão. Quando a família percebe que necessita de uma complementação para educar sua criança ela vem a escola e assim, com a colaboração da família, a escola faz o seu papel na construção do conhecimento do educando. Mas, quando a família tem um portador de necessidades educacionais especiais dentro do lar, acredita que a escola não pode ajudar, pois “o doente” precisa de cuidados pessoais. É nesse cenário que a educação física se situa, como um dos indicadores de progressão no processo de construção do conhecimento relacionado à inclusão de PNEEs nas salas de aula. A ênfase está na adaptação do professor e não no educando. Constatar se essa realidade está sendo desenvolvida na escola Luiz Ribeiro de lima é o objetivo principal deste estudo.

PALAVRAS CHAVES: Inclusão, cidadania, educação física.