12 - ACTION AND SPEAKS OF THE TEACHERS BEFORE OF THE EXCLUSIONS AND DISCRIMINATIONS IN THE PERTAINING TO SCHOOL PHYSICAL EDUCATION.

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Introduction.

Brazil is a country with exclusive and important characteristics, therefore in one exactly territory we coexist people of you vary cultures, customs, creeds and ideologies, among others factors, that they make with that they are different ones of the others. This would have to only add positive factors in our society; therefore it is fruit of a great cultural miscegenation. However, what it happens many times is exactly the opposite, in this country, as in many others, still it exists the necessity of if following laws as of Federal Constitution e/or the articles of the Universal Declaration of the Human Rights (BRASIL, 1998) so that all can enjoy of an equality situation before the society.

The Education is one of the ways to study and to fight the discrimination and the exclusion. Many researchers (AQUINO, 1998; CAVALHEIRO, 2001; JOVER, 1999) they inside study these phenomena of the school, for finding that the information must be given by the teachers so that its pupils are clarified and respect the differences. Other authors as Souza (1994), Altmann (1999) and Gonçalves (1991)"funnel" these subjects for the Pertaining to school Physical Education, since these lessons also favor exclusion scenes, preconception and discrimination.

The Pertaining to school Physical Education left of being a "mere gymnastics" and a "mere moment of leisure", e if became one disciplines important to develop the integration and cooperation of the pupils, therefore these enter in bigger contact with its colleagues, e not only physical contacts as, for example, in the collective games, but also in social contacts as in the organization of a sportive trick where the participation and motivation of all are basic. E as will be that the pupils interact between itself in these activities? It is in this hour that they do not have a full black picture of substance to copy. It is now that they shock themselves physically and intellectually for having different opinions on, for example, a game strategy. It is through this lesson that that more devoid pupil is in "the most favored foot of equality" with. It is here that they are not between four walls of a classroom, where any "small trick or small joke" quickly is perceived by the professor. How it will be that the pupils and the teachers deal with this situation? It is easier to appear a situation of preconception in a more relaxed and ample environment as of them you square and fields, of that of a closed classroom where all are observing.

Objective.

The present study it tried to verify situations of interference or not of the teacher of Physical Education in relation the possible situations of discrimination e/or exclusion in lessons of pertaining to school Physical Education.

Methodology.

Was used the qualitative methodology of the comment of the actions of the participants (ANDRÉ, 1995). The researcher wrote in field notebook the possible forms of discrimination that had appeared, represented for nicknames, tricks with prejudiced matrix, e/or temporary or partial exclusions of the activities, e the reactions of the teachers front to these situations. To get the necessary information we use the not participant observation that in assisted them to verify details of the situations at the moment where the facts had occurred (THIOLLENT, 1987) e, thus, we obtain to be trustworthy to the reality found in the pertaining to school Physical Education.

Participant.

The research counted all on the participation to of six teachers of Physical Education and 188 pupils, distributed in two schools for 4ª series, two schools for 8ª series of Basic Teaching and two schools for 3ª series of Average Teaching. The schools were all public and had been chosen aleatory in the city of Rio Claro - SP. To 30 hours of lesson had been all observed, five hours of each one of these teachers.

Analysis.

A based interpretation analysis in the hours of comment of the lessons of each professor was carried through, of where the results had been removed. To assist in the agreement during the analysis, the participants not to be identified, they had received the indicative from letter P (of one the six) to describe the observed situations.

Results.

In the comments, we can notice that the teachers during situations of exclusion and discrimination act of well different forms.

Some recriminate and abominate these situations, as in the cases to follow:

P1 (4ª series): "the activity chosen for the lesson was king and queen, where two mixing teams compete between itself, trying to burn the king and queen of the other team, being that they are unaware of who are the protagonists. During this activity a commentary appeared: - "teacher, X is very slow I more does not want it in my team ", the teacher recriminated the pupil explaining that differences exist and that if it not to leave pupil X to participate of its team it never would have the possibility to try to improve and to develop its abilities, being thus it was necessary that it helped it instead of wanting to banish it. Then the pupil stopped and was thinking, it came back toward activity and it did not complain more ".

P1 (4ª series): "During the separation of the pupils in teams, one of the pupils called to another one whale. The proper colleagues had counted for the teacher. E this asked who was that it offend and who was offend. For who he was offend it asked to which age its name. It disapproved the behavior and said that already he had said that he did not want these tricks, therefore all had names and it did not want that nobody also placed nickname in nobody and that they did not call anybody for the nickname in its lesson. Then it turned itself toward who offend and said "it calls Y and you if it to want to speak with it neither goes to call it for Y otherwise nor directs the word".

P2 (3ª series Average Education): "In the ping-pong the pupils who played were three that they alternate between itself, they excessively only attended. Many times one mistake and the others started to laugh, who mistake said that the guilt was of raquete. In the one of these errors other pupil who was not playing it said: "it does not know to play if it removes of the table". The other was defended offending it with a series of the act of calling names that quickly had been recriminated by the teacher, that besides recriminating it, it made the following commentary: "all are different, being that some are given well in a sport and others in others ".

Others try to prevent that constraint situations appear in its lessons:

P3 (8ª series): "to stimulate the participation of all the pupils, the professor left the net low to motivate them to obtain it to carry through the movement of the cut one ".

In some situations they try to fight the exclusion and the discrimination, however, they finish acting of discriminatory form. As in this case:

P4 (8ª series): "the boys had started the activity playing soccer, while some girls had been seated attending and another one small group spread talking. Some pupils had been seated and made the following commentaries:"- the german you seeming a pig - the leg of it looks at seems two rods.- the big giant looks at ". The teacher said: "- for with this.", recriminating the pupils. However, at the same time to call the pupil it made the following commentary:"- it really seems a big giant" ".

Those still exist that, at certain moments, they prefer not to enter in the conflict, leaving the exclusion and discrimination to occur without any form of action of its part:

P3 (8ª series): "Many times were possible to observe that the boys were laughing and imitating the girls when these gave small shouts because of the fear of the ball to beat in her e or when they mistake. They made commentaries as: "There my well-taken care of God not to break the nail... There that fear, this ball can kill me ". The girls did not like and started to ask for so that they were quiet, the teacher did not say any word during this episode ".

P3 (8ª series): "In last the 20 minutes of lesson the teacher carried through a" big game "of volleyball, therefore all the pupils had participated at the same time. During this game the following facts had happened: One of the pupils was to draw and mistake. The pupil of its proper teams said: "Those slow". One of the pupils less adept of the room was to draw and some pupils had started to speak: - "nor you need to draw you go to make a mistake exactly", the pupil looked at without favor, it drew and it mistake, then the other pupil who had made the commentary said: - "I already had informed.". The teacher at this moment was seated alone observing the game and nothing he said ".

E, finally, teachers exist who, beyond not recriminating the attitudes of its pupils with relation to the exclusion and discrimination, still they provoke scenes and commentaries strengthening such attitudes. Examples:

P5 (3ª series Average Education): "the pupils who were of the lesson spoke of a black pupil of the room: "It is fat, in the obese truth ". The teacher considering the commentary spoke: "57kg is very fat has that to lose 10 k.". The pupil, subject of the quarrel, she was low between 1, 50 and 1, 60 of height, e did not hear the commentaries ".

P5 (3ª series Average Education): "the commentaries of the girls had fallen on all the other girls who were playing handebol and were of another classroom, even though the teacher started to comment: Pupil: "It looks at buttock soft of the girl". The teacher: "the quiet pupil tá playing". Pupils: "Which...". The teacher: "That bocuda". The teacher: "It is lean but she orders to see the ball". Pupil: "the girl of black shorts has catfish face". The teacher: "It says low otherwise gives coil". The teacher: "Hi! As it is the name of the catfish ". Pupil: "That pernão has it, but if it was not this face of catfish ".

P3 (8ª series): "the lesson was developed per 25 minutes in the classroom and per 25 minutes in it squares. In the classroom the professor spoke for the pupils on the subject of the bimaster who was Energy. It explained this begins come back toward the Physical Education. However, during its explanation its examples had been discriminatory. The explanation was the following one: "during the time of the caves the man ate an only time sufficiently and stored; now it imagines you to eat an only time in the week or the month. Now pupil X imagines eating only a time in the week, the mother of it went to give thanks to God ". Pupil X was obese and all the pupils had laughed at it, it only smiled, however it seemed to have completely been without favour ".

P6 (4ª series): "the pupils were assaying for the formation, e one of them presented coordination problems (when all are with the right arm raised it are with the left and vice versa; when all they go stops backwards it goes for front, if all they go for a side it goes for the other), instead of trying to correct the pupil facilitating its agreement so that it could follow the group, the teacher placed it in the last place of the line and she did not give more attention to it. The group was divided in six rows, being three of boys and three of girls. It was possible to observe in such a way that in the first rows of boys, how much of girls, they were the favourite pupils of the teacher. Already in the last rows they were the pupils who presented some type of difficulty in carrying through the choreography (little ability)".

Quarrel and Interpretation

The teachers have the beautiful function of assisting the pupils in its formation. However, for being human beings as any another professional, they bring in its luggage of knowledge, life experiences, practical theories and, that they influence its context of teach-learning, e this can reflect completely or partially in the way as it will go toact with regard to its pupils (ORTIZ, 2003).

Each teacher ahead demonstrates one definitive reaction of each situation. However, we must be ethical, therefore if the professor has the function of formation and educator, it also fits it function to reflect on its action, questioning the ethical validity of certain practical and beliefs (ORTIZ, 2003). Since its great action and speaks will have influence in the actions and speaks of its pupils in its lessons or are of them in future situations, where they will be able or not to exclude or to discriminate somebody.

The teacher, besides teaching the specific knowledge of the Physical Education, also it has the paper to transmit of conscientious form or not, values, norms, ways to think and standards of behavior (RANGEL, SANCHES NETO, DARIDO, GASPARI and GALVÃO, 2005). Therefore, it is necessary that it is autocrítico with relation to education, the learning and to the contents offered to its pupils.

We know that the lessons of Physical Education run away from the routine of the classroom, being a well singular lesson, where it is difficult to manage an environment so complex, where we have the pupils, racket, other people who transit for the space etc. But as Ramalho (2000) is in this complex environment where the pupils express its feelings, beliefs and ways to think. Therefore, it is necessary that the teachers of Physical Education start to reflect on its practical to change the image of that the Physical Education only serves to distract the pupils, leaving them it the will to run, to exercise themselves and to

unload the energy. It is ampler and possess beddings as all the others you discipline, being very important for the formation of the pupils and assisting in the development of the corporal culture of each one of them.

The teacher of Physical Education by means of theoretical and practical recitals can and must develop methodology perspectives that guarantee the participation of all, being thus opened to the changes, having disposal to modify and to create new activities, developing a work for the pupil and with pupil (RAMALHO, 2000).

Being thus, it will go to acquire feedback necessary to know the ideal moment to talk with the pupils stimulating the recognition and the reflection on the differences, taught the respect, the tolerance and acceptance of individual characteristics (RANGEL, SANCHES NETO, DARIDO, GASPARI and GALVÃO, 2005). It is prevented, thus, scenes as the cited ones previously, where the professors had been negligent with the facts, where a pupil was being discriminated e/or excluded. In accordance with Jover (1999) to exclude and to discriminate reflects in the actions of all the involved ones in the educational context, exactly that without intentions, you blame or clarity how much to this process.

When the teachers are the charge for action of discrimination and exclusion, it is necessary that these review its proper process of learning and come back to the academic banks to be most prepared and able, therefore they are the examples for its pupils, e better examples of action ahead of the discrimination and the exclusion are not passing they them. The pupils possess with its professors a relation where they orient themselves for the actions of its professors, or either, the behavior of the professor will serve as I stimulate for the behavior of the pupil, had to the influence process it lends that the people exert between itself (RANGEL, SANCHES GRANDSON, DARIDO, GASPARI and GALVÃO, 2005). Or either, the professor is a mirror and its attitudes are reflected in the pupils, therefore it is necessary that the professors well are prepared and intent to identify in them proper values that can discriminate e/or to exclude a pupil.

Analyzing the 11 described situations with relation to the action of the professors, we can still notice that, beyond them acting in four different ways (it recriminates; it tries to recriminate, but it discriminates e/or it excludes; it neglects or it discriminates e/or it excludes), we can observe that the reasons for the discrimination and exclusion in such a way on the part of the professors as of the proper pupils were for: ability, sort question, to be above of the weight or aesthetic being obese and aesthetic.

To discriminate and to exclude due to ability are a well clear characteristic of the lessons of Physical Education, therefore this involves many exercises where the motor ability is basic. However for Betti (1995) the problem is not in the motor ability that is a component so that the pupil develops its corporal culture of movement, but if it locates in the valuation of the gestures technician and in the requirement of the perfection of the movements, what it displays the pupil when this it does not correspond to the expectation waited for that movement. Altmann (1998) also points that one of the reasons for the exclusion for ability succeed of practices sportive with competitive character, since this finishes leading to the process of "natural election" in which only most apt is accepted.

When we say of discrimination and exclusion of sort, we could say that we enter in a historical quarrel; therefore in the observed cases it had the prevalence of the related negative factors to the girls during the lessons of Physical Education. Historical, therefore during generations it was taught that the women were weaker than the men and that they only served as a figure maternal (MORAES, 1997; PACHECO, CUNHA JÚNIOR, 1996). With this, the girls had been discouraged to practice certain tricks and activities, what it harmed them in that says respect to them practices future sportive, confusing e or delaying its motor performance and this, according to Altmann (1998), it is the main reason for the exclusion of the girls during the lessons of Physical Education.

The others two raised factors that lead to the exclusion and the discrimination are: to be above of the weight or being obese and the aesthetic question. Unhappily, the aesthetic factor explains the previous one; therefore many pupils are discriminated or excluded by its image not to correspond to a "standard". On the people who are above of the weight or are obeses many times also fall again the stigmata to be sluggish, to possess little force of will, slowness of reasoning and until imperfections of character (FONTES, 2005; CORDAS, 2005) what it comes to be false and a myth of the Antiquity Greek who gave value only to the athletical bodies. This valuation in the current days is if becoming again effective had to the exaggerated cult of the body, influenced for the media and the industry of aesthetic (EDMONDS, 2002). With this concern exaggerated with the body, aesthetic the corporal one of indivisible is placed of fish in test in the social life of the pupils, where "small defects" or differences can cause exposition, as in the examples of bad nicknames, tricks and small jokes.

Conclusion.

This research ahead raised and detected some forms of behavior of the teachers of situations of discrimination and exclusion of the pupils and the proper teachers during the lessons of Physical Education. It was possible to notice that during these lessons the pupils had been displayed the situations of constraints, what it would have to be fought in the educational system.

We verify that the teachers react of well diverse forms with regard to discrimination and the exclusion however, unhappily, also we identify that the same teacher who combat the discrimination and the exclusion can be the responsible one for its sprouting, showing, thus, that the tolerance with relation to the differences still is a problem in the hour to educate.

To learn to become related with human beings is a life experience that needs much sociability, however, it fits to that they will become or they are educators, to reflect so that what makes and speaks becomes a positive example in the formation of its pupils as we saw in the actions of some teachers in this research. We twist then so that the observed others are exceptions and serve only of example to show what if it does not have to make how much the professionals whom they deal with the formation.

The subject of the research is problematic a very ample one, here we identify some factors, however now the necessity exists to search solutions. New studies must be carried through better to understand these preconceptions and discriminations and, thus, consequently to fight them.

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ACTION AND SPEAKS OF THE TEACHERS BEFORE OF THE EXCLUSIONS AND DISCRIMINATIONS IN THE PERTAINING TO SCHOOL PHYSICAL EDUCATION.

Abstract.

Many are the investigations that can appear by means of the terms discrimination and exclusion, already that we live in a society where hidden situations of intolerance occur had as some cultures gifts no Brazil. To obtain to identify these situations, this study it searched the actions of the professors of Physical Education of Basic Education and Average Education in relation to the discrimination and exclusion carried through for its pupils. We use an established qualitative analysis in comments and notations of the actions of the professors. The results had shown that the same teacher who combat to the discrimination and the exclusion also can be the responsible one for he sprouting of these situations, moreover, pupils and/or the teachers discriminate or exclude due: the ability, the sort question, for being above of the weight or being obese and due to aesthetic. We conclude that the society unhappily where we live, rich for its miscegenation it is poor wit relation to the tolerance the differences and that the professors of the schools have problematic a so ample one in the hand that must better be studied and consequently prevented.

Words keys: Physical Education School, discrimination and exclusion.

L'ACTION ET INDIQUE EN AVANT DU PROFESORES DES EXCLUSIONS ET DISCRIMINATIONS DANS CONCERNER L'ÉDUCATION PHYSIQUE D'ÉCOLE.

Ommaire.

Beaucoup sont les investigations qui peuvent apparaître au moyen des limites discrimination et exclusion, puisque nous vivons dans une société où les situations de l'intolerância ont gardé en raison des quelques cultures se produisent les cadeaux au Brésil. Pour obtenir pour identifier ces situations, cette étude il a recherché les actions des professeurs l'éducation physique d'école L'éducation d'Ensino de base et l'éducation moyenne affrontent les situations de la discrimination et de l'exclusion exécutées par ses pupilles. Nous employons une méthodologie qualitative établie dans les commentaires et notations des actions des professeurs. Les résultats avaient prouvé que le même professeur qui combattent au la discrimination et l'exclusion peuvent également être la responsable pour la germination de ces situations, d'ailleurs, pupilles eou les professeurs distinguent ou excluent le dû : les capacités, la question de sorte, pour être en haut du poids ou être obeso et dû à esthétique. Nous concluons cela, unhappyly, la société où nous vivons, les riches pour son métissage sont pauvres en ce qui concerne la tolérance à les différences et celle les professeurs des écoles ont a problématique tellement le suffisant dans la main qui doit mieux être e étudié, par conséquent, empêché.

Clefs de mots : Concernant l'éducation physique d'école

LA ACCIÓN Y A CONTINUACIÓN DICE DEL PROFESORES DE LAS EXCLUSIONES Y DISCRIMINACIONES EN PERTENECER A LA EDUCACIÓN FÍSICA DE LA ESCUELA.

Resumen.

Muchas son las investigaciones que pueden aparecer por medio de los términos discriminación y exclusión, puesto que vivimos en una sociedad donde las situaciones de la intolerancia guardaron debido a las algunas culturas ocurren los regalos en el Brasil. Para obtener para identificar estas situaciones, este estudio buscó las acciones de los profesores de la educación física La educación de Encino básico y la educación media afrontan las situaciones de la discriminación y de la exclusión llevó a través por sus pupilas. Utilizamos una metodología cualitativa establecida en comentarios y notaciones de las acciones de los profesores. Los resultados habían demostrado que el mismo profesor que combaten a la discriminación y la exclusión también pueden ser la responsable para el brote de estas situaciones, por otra parte, pupilas e/o los profesores discriminan o excluyen la deuda: la capacidad, la pregunta de la clase, para ser arriba del peso o ser obeso y debido a estético. Concluimos eso, unhappyly, la sociedad donde vivimos, los ricos para su miscegenación son pobres en relación a tolerancia a las diferencias y ésa los profesores de las escuelas tienen a problemática el tan amplio en la mano que debe mejor ser e estudiada, por lo tanto, prevenido.

Llaves de las palabras: Perteneciendo a la educación física de la escuela, discriminación y exclusión.

AÇÃO E VERBALIZAÇÃO DOS PROFESORES DIANTE DAS EXCLUSÕES E DISCRIMINAÇÕES NA EDUCAÇÃO FÍSICA ESCOLAR.

Resumo

Muitas são as indagações que podem surgir por meio dos termos discriminação e exclusão, já que vivemos em uma sociedade onde ocorrem situações de intolerância veladas devido às várias culturas presentes no Brasil. Para conseguirmos identificar estas situações, este estudo pesquisou as ações dos professores de Educação Física do Ensino Fundamental e Ensino Médio frente a situações de discriminação e exclusão realizadas por seus alunos. Utilizamos uma metodologia qualitativa baseada em observações e anotações das ações dos professores. Os resultados mostraram que o mesmo professor que combate à discriminação e a exclusão pode ser também o responsável pelo surgimento dessas situações, além disso, os alunos e/ou os professores discriminam ou excluem devido: a habilidade, a questão de gênero, por estar acima do peso ou ser obeso e devido à estética. Concluímos que, infelizmente, a sociedade em que vivemos, rica por sua miscigenação é pobre com relação à tolerância às diferenças e que os professores das escolas têm uma problemática tão ampla na mão que deve ser melhor estudada e, conseqüentemente, evitada.

Palavras chaves: Educação Física Escolar, discriminação e exclusão.