46 - INTEGRATION OR INCLUSION? CHALLENGES OF THE INCLUSIVE PHYSICAL EDUCATION

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Introduction

To integrate or to include? These expressions takings, initially, about support point for the reflections presented in this work, they seemed us a simple game of words during the classes in the university which actually it represents a *babe*l of significances takings in agreement with intentions and felt multiple. However, starting from subsequent studies, we noticed that these expressions could aid us in the one of actions developed in the daily school, that a lot of times they exclude people, for discussion lack on its senses and meanings.

Thick way, the human being, when building its social world, presents the reflexivity capacity, that is to say, at the same time in that it is going building it, it reflects the apparent reality of that social world. However, the reflection capacity is not it inherent. Acting of the human being reflects perceptions of the reality of an instituted world, but there is little space for the reflection while it acts, because the social agents in interaction try to solve its problems in a practical way. However, the reflexive and reflected not process him it can be given in moments of no-action, contemplation or for external stimulation.

The proposal of this rehearsal is to present the discussions accomplished by the group of study Activity Physical Inclusion Exclusion, of the program of master's degree of the Universidade Salgado de Oliveira/UNIVERSO. The work it inserts in the line of research Physical Activity, Culture and Society, discussing the origin of the inclusive education, the normalization beginnings and of inclusion and the relationship with the ideas of to integrate and to include. Besides, it intertwines the debate between competition and cooperation of form contextualized, looking for a link for the active and critical learning. They come some proposed that can contribute for the development of an inclusive physical education, proposal these that will be examined in elapsing of this rehearsal.

The starting point: what is Inclusive Education?

With the publication of the Public Law 94.142, of 1975, it settled down the call "inclusive education" in United States of America. For a Inclusive Education, it understands each other the process of inclusion of the carriers of special needs or of learning disturbances in the regular net of teaching in all the levels and teaching modalities.

In Brazil, in 1989, the Law 7.853/89 disposed on the support to the people deficiency carriers, its social integration and it instituted it tutors jurisdictional of those people's collective or diffuse interests, disciplining the performance of the Public Ministry. In this law, in its article 2o, it comes the base in the education area in relation to the inclusive education, which would come to be developed in the Law 9.394/96. The main points of the law are: a) the inclusion, in the educational system, of the Special Education as educational modality that it embraces the precocious education, the preschool, the one of 1st and 2nd degrees (current fundamental and medium teaching), the supplementary, the habilitation and rehabilitation professionals, with curricula, stages and demands of own certification; b) the insert, in referred him educational system, of the special, private and public schools; c) the offer, obligatory and free, of the Special Education in public establishment of teaching; d) the obligatory offer of programs of Special Education in preschool level, in hospital units in which are interned, for the same or superior period for 1 year, students deficiency carriers; and) the students' deficiency carriers access to the benefits checked to the other students, besides school material, has a snack school and scholarship; f) the compulsory registration in regular courses of public establishments and peculiar of people deficiency carriers capable of if they integrate in the regular system of teaching.

In the same way, the idea of implementing the inclusive education in the regular net of teaching is ratified in the Law 9.394/96, in its article 58: He/she " understands each other for special education, for the effects of this Law, the modality of education school, offered in the regular net of teaching, for students carriers of special " needs.

Other legislations came the complemented the initial texts. See him, for example, the Law 8.859/94, extending the students of special teaching the right to the participation in apprenticeship activities; the Law 10.098 of 2000, that establishes general norms and basic approaches for the promotion of the people's deficiency carriers accessibility or with reduced mobility and the Law 10.436 of 2002 that it disposes on the Brazilian Language of Signs - Pounds.

Several entrances also supply anchorage to the inclusive education, such as: Entrance December 1.793, 1994 that has about the need to complement the formation curricula of educational and other professionals that interact with carriers of special needs; Entrance 319 of February 26, 1999 that institutes in the Ministry of the Education, linked to Educação Especial/SEESP Clerkship, the Brazilian Commission of Braille, of permanent character; Entrance 554 of April 26, 2000 that approves the Internal Regulation of the Brazilian Commission of Braille; Entrance 3.284, of November 7, 2003 that disposes on requirements of people's carriers of deficiencies accessibility, to instruct the authorization processes and of recognition of courses, and of accreditation of institutions.

There is to observe the Ordinance 3.298 of December 20, 1999 that regulates the Law in the 7.853, of October 24, 1989, and it disposes on the National Politics for the Person's Carrier of Deficiency Integration, consolidating the protection norms, and the Ordinance 3.956, of October 8, 2001 that promulgates the Interamerican Convention for the Elimination of Whole the Forms of Discrimination against the People Carriers of Deficiency.

The Circular Warning 277/MEC/GM, of May 08, 1996, driven the Rectors of IES it requests the adapted execution of an educational politics driven to the carriers of special needs and the Resolution 2 of September 11, 2001 - CEB/CNE institutes National Guidelines for the Special Education in the Basic Education.

In all those legislations, the beginning of the inclusion looks for, in thesis, to overcome the beginning of the normalization. Let us see the synthesis of those beginnings.

Principal of the Inclusion and Principal of the Normalization

The beginning of the normalization refers to a selective placement of the individual carrier of special educational needs in the regular net of teaching in common class. PNEE needs to demonstrate that are capable to stay in the common class. In agreement with that beginning, it fits to the student to show its capacity in accompanying the rhythm undertaken by the system. The idea of a closer escolarization of the “normality“ guides the implemented actions. In agreement with Sassaki (apud. Bailão, 2002), the medical model of the deficiency guided the government actions in the sense of turning the person carrier of capable deficiency to satisfy the social patterns. This implies to prepare it to be accepted by the society, in agreement with the characteristics of this.

The beginning of the inclusion already has as main objective to welcome PNEE with its characteristics. It is not the case of transferring the responsibility for educating him, on the contrary. The inclusion process seeks to extend to the maximum the person's carrier of special needs capacity in the school and in the regular class. For that, to supply necessary conditions to the professionals that act in that context is condition sine qua non for the success of the inclusive education. For this beginning it is the society that should be restructured to assist to the person's carrier of special needs.

Therefore, an inclusive school should assist PNEE in the neighborhood of its residences, to propitiate the amplification of the access of these students to the common classes, to offer to the teachers of the common class a technical support, to understand that the children can learn committees, although tends objectives and different processes, contemplating on educational practices that take the teachers they to establish it creative forms of performance with the children carriers of special educational needs, propitiating an attendance integrated the teacher of the common class.

Integration or Inclusion?

Being analyzed the legal texts, a nomenclature modification is observed for reference the access process and permanence of the carrier of special needs in the school. The term integration is more used in the legislations previous to 2003. The Interamerican Convention for the elimination of whole the discrimination forms against the people deficiency carriers, accomplished in 1999 and ratified by the Ordinance no. 3.956, of October 8, 2001, it: " This Convention has for objective to prevent and to eliminate whole the discrimination forms against the people deficiency carriers and to propitiate its full integration to the society ".

The Ordinance 3.298, December 20, 1999, has on the National Politics for the Person's Carrier of Deficiency Integration. Already in the Resolution 02, of September 11, 2001, it is observed that the term integration not more it appears and in its place the term inclusion is used. Let us see the art. 18 paragraph 2nd.

Teachers specialized in special education those that developed competences to identify the special educational needs to define are considered, to implement, to lead and to support the implementation of flexibilization strategies, adaptation curriculum, pedagogic didactic procedures and alternative practices, adapted to the attendance of the same ones, as well as to work in team, attending the teacher of common class in the practices that are necessary to promote the students' inclusion with special " educational needs.

There is to also stand out that the inclusion concept comes being used not only for the people deficiency carriers. People carriers of special educational needs, excluded people of the school activities and of the society for gender discrimination, race, ability level, among other, they have also been welcomed by the inclusion concept, which, in a certain way, it turns more complex the studies on the theme.

The Physical Education comes if inserting in the debate and some theses and dissertations have been approaching this thematic one. Santos (2004) in its master dissertation it verifies that the public politics of inclusion are being guided by the neo liberal vision. It detects, also, that in spite of the speech of the inclusion to be present in the speeches, the integration is the beginning in that if guide the politics of Special Education in Minas Gerais, with character assistencialist. The author stands out the clarity lack in the theoretical referential that treats inclusion and integration as if they were the same thing. And, finally,

"the inclusion politics place in practice a disjointed action and without commitment with the objective reality of the regular schools of Brazil, particularly, of Minas Gerais, because they are just implemented by ordinance. With this, the historical mechanisms of exclusion presents in the organization of the school continue practically virgin, for the fact of this to base in a rationality that affirm a normality pattern, being good to qualify and to disqualify the students that inside or not inside in the system " (p.12).

Bailão (2002) adduces that the inclusion concept is going besides a simple integration from the person deficiency carrier to the regular class of teaching. For her, the inclusion concept shelters not only the education, but the whole society.

The dissertation of Palla (2001), entitled Attitudes of teachers and students of Physical Education in relation to the proposal of the inclusive teaching, it evaluates the teachers' attitudes and students of physical education in relation to the people's deficiency carriers teaching in segregated atmospheres and inclusive. The results presented by the author indicate that teachers and students don't feel capable to act without passing for a recycling course.

Besides, another aspect that can be lifted for the discussion it is the crisis of paradigms among the instituted school and the new teachers of physical education that notice the armors of that school, because the new teachers' acting already depends on every structure instituted and the communication channel among the actors of that process.

In this sense, it fits to stand out that not always that dialogue gives him in a positive and effective way. A pilot study accomplished by the students of masters degree of the Universidade Salgado de Oliveira, developed during the year of 2005, indicates that the young teachers of physical education recently approved in competitions, to the they enter in the public schools, they bring I get a progressive speech, developed in the courses to teachers, that it generates expectations. In counterpoint to those expectations, they aim the infrastructure lack and, what is more serious, the philosophical and ideological order conflicts installed in that school. They refer to the behavior and the professionals' speech that compose the call it equips pedagogic of the school. It settles down, then, a dissonance between the speech of the team of the instituted school and the teacher of physical education. The one that later or almost immediately it does with that the recently contracted teacher ends up losing its referential among theory and practice, applicability and functionality of the information apprehended in the graduation course.

Therefore, when we contemplate concerning the subject theory and practice of the physical education in the universe of the school, we should look for to analyze the relationships and interferences of the several sections that compose the " instituted " school, so that, starting from there, we can understand that the transformations and the creation of pedagogic mechanisms that stimulate new attitudes, norms and values that make possible a new educational landscape it doesn't just depend on the interferences or changes in the classes of physical education.

Trying to end...

When we thought of inclusive physical education, present-if-us a subject: is it possible to compete and to include? Some works come standing out the cooperation as an indispensable value to the inclusion. Reinaldo Soler (2002), it defends the Cooperative Games as form of integrating the students socially. The myth that is the competition that makes us to develop it is questioned by the author. For him, the school is specialist in reinforcing the competition values, because, instead of valuing the learning, it values, in fact, the student's acting, and, in the same way, the physical education values the game and not the person that plays. The carrier of special needs would be then forgotten, because it is not gotten to adapt to the conditions imposed by the own game.

The importance given to the game by the students in the classes of physical education is ratified in Silva's et. al. (2005) the study exhibition that the category "respects the game" meets in the nucleus hard of the representations on ethics in the classes of physical education.

Lovisolo (1995) says that the cooperation is an important value, but it cannot make forget values that accompanied the human being in its development process. The competition is part of the human condition.

Another form of approaching this subject is through the discussion on the conflict and the paper that he carries out in the social life. The conflict is a fundamental dimension of the social life, because it is part of the human relationships. These are informed for interests that per times are antagonistic. The instituted social relationships present zones where the conflict is more common. The evaluation is an example of section of the human relationships where the conflict is common. Be the evaluation, of the student, of the employee, of the institutions, of the spouse. The one that one needs is to learn to administer the conflicts. Paraphrasing Lovisolo, the Physical Education is the art of mediating conflicts, because the game is a privileged field of conflicts.

And it is exactly in the game that the conflict discussion finds with the competition discussion and of administration of conflicts, because the rules serve as social regulators of the conflict that implicit in that relationship.

The barbarism is the moment in that the human being breaks up with the social rule. The rules of a game, as well as the social ones are fundamental for the human being because there it finds sense for its life. The animals compete but there is not violence. What is the violence? It is the excess. It is to have needed to humiliate. A maxim of the youths that are in conflict with the law is to say that the good “thief” no "esculacha": kill. As in a soccer game the winner sacrifices the desire to expire of who it loses, but he should not make it in a humiliating way. That is to say, it should play in the morals ".

The physical education cannot do without of the competition that sometimes it is chosen as scapegoat of a physical education that excludes. There is not competition without cooperation. The game depends on cooperative attitudes from the acceptance of the rules, going by the negotiation of the unexpected ones, of the recognition of the authority of a mediator, until the winner's legitimization and of the due. The problem is not in the competition, but to the senses and meanings attributed to it. The principal of the inclusion owes guides the competition, as well as the cooperation. The carrier of special needs should be included with its characteristics and to participate actively of the process. Cooperation and competition are not excluded mutually; they are complementally.

So much the cooperation as the competition should observe the inclusion concept. The teaching programs in physical education need to overcome discriminations practical and to look for exits that don't exclude the competition. An example of that is the work of Strapasson & Duarte (2005), where it comes a sporting modality that allows the full participation of people with physical deficiency in the classes of physical education. The competition is not to integrate or to socializes; it is to include. In the same way, the true education doesn't discriminate, it doesn't select, and it is not coercive. This implies in not leaving anybody of out. If the child doesn't know how to play, it is not removing it of the game that it will be learn. If the child doesn't know how to compete, it is not removing the competition that we will solve the problems. If the school and the competition exclude, it is not denying them that we will promote its evolution.

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INTEGRATION OR INCLUSION? CHALLENGES OF THE INCLUSIVE PHYSICAL EDUCATION

ABSTRACT
The proposal of this essay is to present the discussions accomplished by the group of study Activity Physical Inclusion Exclusion, of the program of master's degree of the Universidade Salgado de Oliveira/UNIVERSO. The work it inserts in the line of research Physical Activity, Culture and Society, discussing the origin of the inclusive education, the normalization principles and of inclusion and the relationship with the ideas of to integrate and to include. Besides, it intertwines the debate between competition and cooperation of form contextualized, looking for a link for the active and critical learning. They come some proposed that can contribute for the development of an inclusive physical education.
Keysword: inclusive physical education, inclusion, exclusion.

INTÉGRATION OU INCLUSION? DÉFIS DE L'ÉDUCATION PHYSIQUE INCLUSE

RÉSUMÉ
La proposition de cet essai est présenter les discussions accompli par le groupe d'Activité Physide Inclusion et Exclusion, du programme du degré de maître de l'Universidade Salgado de Oliveira/UNIVERSO. Le travail on insère dans la ligne de recherche Activité Physique, Culture et Société et discute l'origine de l'éducation incluse, les principes de la normalisation et d'inclusion et le rapport avec les idées d'intégrer et inclure. En plus, il entrelace le débat entre compétition et coopération dans une contextualization et cherche un lien pour une active et aprendizage critique. Ils en s'élèvent quelques-uns proposés que cela peut contribuer pour le développement d'une éducation physique incluse.
Les clefs rédigent: éducation physique incluse, inclusion, exclusion.

¿INTEGRACIÓN ou INCLUSIÓN? DESAFÍOS DE LA EDUCACIÓN FÍSICA INCLUSIVA

ABSTRATO
La propuesta de este ensayo es presentar las discusiones logradas por el grupo de Actividad Física-Inclusión-Exclusión, del programa del grado de de la Universidade Salgado de Oliveira/UNIVERSO. El trabajo inserta en la línea de investigación la Actividad Física, Cultura y Sociedad y discute el origen de la educación inclusiva, los principios de la normalización y de inclusión y la relación con las ideas de integrar y incluir. Además, entrelaza el debate entre la competición y cooperación de una forma contextualizada y busca un elo para el aprendizaje activo y crítico. Ellos vienen algunos propuestos que eso puede contribuir para el desarrollo de una educación física inclusiva.
Palabras clave: educación física inclusiva, inclusión, exclusión.

INTEGRAÇÃO OU EXCLUSÃO? DESAFIOS DE UMA EDUCAÇÃO FÍSICA INCLUSIVA

RESUMO
A proposta deste ensaio é apresentar as discussões realizadas pelo grupo de estudo Atividade Física/Inclusão/Exclusão, do programa de pós-graduação da Universidade Salgado de Oliveira/UNIVERSO. O trabalho se insere na linha de pesquisa Atividade Física, Cultura e Sociedade, discutindo a origem da educação inclusiva, os princípios de normalização e de inclusão e a relação com as idéias de integrar e incluir. Além disso, entrelaça o debate entre competição e cooperação de forma contextualizada, buscando um elo para a aprendizagem ativa e crítica. Apresentam-se algumas propostas que possam contribuir para o desenvolvimento de uma educação física inclusiva.
Palavras-chave: educação física inclusiva, inclusão, exclusão.