124 - THE IMPORTANCE OF THE CLASSES OF SCHOOL PHYSICAL EDUCATION IN THE PROCESS OF SCHOOL INCLUSION FOR THE BEARERS OF SYNDROME OF DOWN.

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1. INTRODUCTION

The inclusion is a world movement of fight of the people with deficiencies and their relatives in the search of their rights and place in the society. But the one what is the inclusion in fact? What does take the people they have her/it understandings and such different meanings? He/she fits here to weave some reflections, because in that way we will be contributing to a practice less segregacionist and less prejudice. The adjective" inclusive" it is used when quality is looked for all of the people with or without deficiency (PEAR TREE, 2000).

The term inclusion already back implicit the exclusion idea, because it is only possible to include somebody that was already excluded. The inclusion is backed in the dialectics inclusion / exclusion, with the fight of the minorities in the defense of their rights (PEAR TREE, 2000).

However the inclusion in the classes of Physical education puts countless ask to the teachers and technicians that act in that area. Therefore it is necessary to evaluate the reality and controverted those positions and opinions on the term.

In the effervescence of the discussions regarding the Inclusion, such data are developing and they still win more importance at this time of statement of the practices and theories that base her. To speak of this for bearers of the down syndrome means to understand that his/her development degree and socialization can be quite satisfactory when the same ones pass to be seen as individuals capable to do part of a world designated for skilled and competent (BASTOS 1999).

The bearer of the down syndrome is capable to understand their limitations and to live together with their difficulties, 73% of them have autonomy to take initiatives, not needing the parents to tell the all the moment that should be done. That demonstrates those individuals' necessity/possibility of to participate and to interfere with certain autonomy in a world where" normal" and deficient they are similar in their countless differences.

As it is known, the reference of people that live segregated carts the development of feelings prejudice, increasing the vision of stereotyped world. In this context, the special school deprives those individuals of expanding their social relationships and it impedes that their intellectual efforts grow. The bearer of the down syndrome, and all that with special education need, needs before any thing to belong to the society, to be integral part and respected in their limitations and reaches, according to Schwartzan (1999). On the other hand, now, in the regular teaching, the child should be adapted to the structure of the school to be integrated with success. The correct would be to change the system, but no the child. In the inclusive teaching, the school structure is that she should adjust to the students' needs of all, favoring the integration and the development of all.

The space of the classes of Physical education is - or it should be - a space of “freedom”, where the child feels comfortable to run, to play, to jump, to play and to do activities that they are not allowed at the classroom, the child's own activities, that occupy most of his/her time and of their interests.

In the deficient child that aspect is not different, because she also accomplishes those tasks, what allows his/her inclusion in the normal school and it generates acceptance for the friends. In the pré-school, better phase to begin the inclusion process, the corporal actions prevail on the mental ones. An education that privileges the movement is necessary, with teacher of Physical education, to take “the child to enlarge his/her conscience during the movements and not only to do the things, but to notice how he/she does” (CROSS, 2005).

Would he/she be able to then, the physical education professional to insert, this ppd type-person deficiency bearer- in the school context starting from the classes of school physical education?

Firstly, he/she must understand that you factor internal to the school structure, such as the organization (administrative and to discipline), the curriculum, the methods and the human resources and materials of the school are decisive for those students' inclusion with deficiency in the classes of Physical education.

On one side the teachers feel unable to give bill of that demand, without prepare and impotent front that reality that is worsened by the lack of appropriate material, of administrative support and financial resources.

When we analyzed this formation, we noticed him/it as these teachers were alienated and free with the immediate reality that it surrounded them. The transmitted contents took into account just a man type, the fort, the healthy, the fed good and possessor of all of the predicates of a “god of Olímpo”, finally, of an ideal man. The society was treated in way the historical and abstract. We were in 1972 and the dominant thought in the degree course was of the decade of 30, time in that it prevailed in the Physical education the eugenic ideário, the vision hygienist. (CARMO, 1994).

In this sense, the work close to the people bearers of “deficiency”, in this reality, it has been a difficult and challenging task. (CARMO, 1994).

Well then, this article was elaborates through bibliographical revisions, exactly with the intention of showing the importance of the classes of school physical education and the physical education professionals' capacity of including the bearer of down syndrome in the classes, and that the activities accomplished in the classes can his/her improvement intellectual.

2. REVISION OF LITERATURE

2.1. THE SYNDROME OF DOWN

In 1866, Sir John Langdon Down, described a patient in which the child's aspect was such, that it was difficult to admit that it went son of European. These children's physical lines turned them similar to the inhabitants from Mongolia and they were for those denominated Mongolian children. This expression prevailed, although Japanese have shown not to be adapted, because there are differences among the patients with mongolism and the normal people of the Mongolian race. Just in 1959 French scientists they showed that the patients with Syndrome of Down present a defect in the division of the chromosomes (DAMASCENO 1992).

The syndrome of Down is due to a genetic alteration happened during or immediately after the conception. The genetic alteration is characterized more by the presence of the autossome 21, in other words, instead of the individual to present two chromosomes 21, it possesses three. This alteration denominated simple trisomy.

However we can find other genetic alterations, that you/they cause syndrome of Down. These are current of translocation, for which the autossome 21, the plus, it is melted to other autossome. The genetic mistake can also happen for the variable proportion of cells trisomic present beside the cells normal citogeneticamente. These two types of alterations genetics are less frequent, that the simple trisomy.

These genetic alterations elapse of “defects” in one of the gametes that will form the individual. The gametes should contain a chromosome just and like this the union of the maternal gamete with the paternal gamete would generate a gamete

son with two chromosomes, as all human types. However, during the formation of the gamete it can have alterations and through the chromosomal no-separation, that it is accomplished during the reproduction process, gametes can be formed as double chromosomes, that to the they unite to other chromosome for the fecundation, they result in a chromosomal alteration.

These genetic alterations altered the whole development and maturation of the organism and besides they altered the cognition of the individual bearer of the syndrome. Besides they check him/her other characteristics related with the syndrome.

In a general way some characteristics of healthy Down: the bearer is an individual calm, affectionate, very tempered and with intellectual damages, however they can present great variations in what refers to the behavior of these patient ones. The personality varies of individual and these can present disturbances of the behavior, disorders of conduct and still his/her behavior can vary as for the genetic potential and cultural characteristics, that you/they will be decisive in the behavior.

According to Schwartzan (1999), the syndrome of Down is marked for many associated alterations, that you/they are observed in many cases. The main organic alterations, that you/they accompany the syndrome are: cardiopathies, it nails palmar only, low stature, duodenal atresia, reduced length of the femur and humerus, small bladder and hiperencogênica, cerebral ventriculomegalia, hidronefrose and dismorfismo of the face and shoulders.

Other alterations as brachycephalia, fissures palpebrais, hipoplasia of the medium area of the face, diameter reduced fronto-occipital, short neck, fingers of the feet, skull flat, wider and long; nostrils usually raised by lack of development of the nasal bones; fifth finger of the hand tans, curved inside and just formed with an articulation; short hands; simplified ear; lobe adherent headphone and abnormal heart.

As for the physiologic alterations we can observe in the first days of life a great sleepiness, difficulty of waking up, difficulties of accomplishing suction and deglutition, however these alterations go if lessening along the time, as the child gets older and she becomes more alert.

It was not explained the cause of the syndrome of Down exactly, however, some factors are considered of risks due to great incidence in that gestations in the presence of these are presenting genetic alterations. The factors of risks can be classified in endogenous exógenos.

One of the main endogenous risk factors is the mother's age, that you/they present much higher indexes of risks in advanced age, due the fact of their ova age if turning prone to alterations.

The very important factors of healthy risk, because it allows to prevent the occurrence of the genetic alterations or still to minimize the risk factors.

2.1.2. The importance of the Classes of School Physical education in the inclusion process

The contribution of the Physical education for the child's cognitive development is studied by Freire (2003) that it asserts that the corporal intelligence precedes the intelligence and it lasts long besides the structuring of the thought. The author emphasizes the importance of the understanding in the activities that it means not only to do for doing, but to do and to understand, constituting the Education of Whole Body, denomination of him.

It is noticed that the Physical education aids the development of capacities and academic abilities, because the motive experiences stimulate the development of the intellectual abilities. Worked with the intention of stimulating the intelligence for the movement, it propitiates him/her manipulation conditions, experience and discovered by the own body, it turns the more effective assimilation of knowledge and it qualifies the deficient child to obtain better acting academic developing conditions for his/her school inclusion (REZENDE, 1997).

The task of aiding the development of the intelligence through motive activities is an important paper of the Physical education in the inclusive schools, because the most serious problem of the inadaptação of the children to the school is the non attendance of the activities “intellectuals.”

2.1.3. The Family of the person bearer of the Syndrome of Down

The relatives of the person bearer of the syndrome of Down can compete in a negative way for his/her development to the super to protect her. That child, when he/she has their wills and desires quickly assisted, it will tend to a larger hipocinesia. When the parents and other family they stimulate her, with simple movements as catching a toy or other workmanship any, they contribute enough to his/her development psychophysics.

The superproteção, besides bringing dependences of motive order, also brings dependences of order affectionate, social and intellectual. On the other hand, the hipo protection, or even the rejection, will provide the corporal discouragement equally, stimulating their physical characteristics negatively. Not feeling valued, lover, accepts among yours that child will manifest her emotional apathy manifested through the corporal discouragement.

2.1.4. The physical education “adapted” and the child bearer of down syndrome.

The adapted" physical education", it is constituted in a very different activity, because he/she assists very different people. Thinking like this, the more adapted if it turns to the physical education for that population and for all of the people considered" deficient", more we will promote and, like this, to consecrate the deficiency.

Like this, as fewer makes adaptations in our classes, more our students will feel capable from identical accomplishments to their pairs considered normal. And, truly, it seems that the physical education is, in his/her essence, adapted. Or else we see: when we applied the content volleyball, for instance, for the children of the regular teaching, we make some adaptations in what refers to the institutionalized game. We can increase the number of players, to reduce the size of the block, to lower the net, among others. That example, respecting their particularities, it is also for the soccer, the handball, the swimming, etc.

We will also be able to glimpse a sport (if it goes that the content) of the school and not in the school (BRACHT, 1992). The sport of the school would be subordinated to the interests, needs, aspirations and the student's inspirations. The exacerbated competition, the beginning of the income at all costs, playing against the other, the rigid rules, for instance, would not be that committed educator's largest concerns with the search of a more solid theoretical recital to develop a coherent and identified partner-educational practice with the demands of an education returned for the (reverse) human construction. That educator would make possible, like this," the generation of new social formations" (GAMBOA, 1991).

Still lacking a solid scientific recital and concerning data to the nature and the characteristics of the population Down, we can affirm that the pedagogic practices in physical education, to the they prioritize symbolic games and language, corporal outline, seek-motive coordination, organization space-storm, exercises of attention visual, hearing and tactile, invigoration of the breathing musculature, gets better of the posture, of the tonus and of the balance they will give contribution of capital importance for the promotion of the learning and physical well-being of the child bearer of syndrome of Down. Some sort things out of including that I publish in the classes:

1. he suits to work with small groups in the initial phases. It is sometimes necessary to personalize the work, above all when the teacher is still incipient; 2. the explanations should be accompanied of demonstrations, that should be clear and brief; 3. use their knowledge and adapt them when it is necessary in the sense of assisting to the student's individuality; 4. vary the activities, in order to obtain the attention and the pleasure; 5. whenever possible, socialize the child bearer of syndrome of

Down with the other students. Remember: the integration and the normalization, among other, they are part of our flag; 6. progress slowly, offering family activities firstly. (ROSADAS, 1994). 7. promote his/her student's self-confidence; 8. talk with all the interested parties (parents and the whole team that he/she works with you) regarding his/her pedagogic conduct; 9. register, through annotations, pictures, fillings, all of the moments of their classes; 10. try not to improvise, removing his/her class" of the vest." Prepare them always; 11. cultivate in the students the taste for the discovery and for the search of new knowledge.

2.1.5. So that the inclusion process happens, he/she suggests himself the importance in evaluating:

The) the family of the Bearer of the Syndrome of Down.

After the teachers' formation, the following step is to accomplish an interview with the family and with the student to know his/her family and social coexistence better, their difficulties, potentialities and which the expectations regarding the School. On that moment it should be explained about the need of the compromising of the family in accompanying the student in a systematic way in individual and collective meetings whenever there is need. It should be explained, also, the pedagogic proposal of the School, from the collective rules to the evaluation process. It should be put, for instance, that the room where the student will frequent the classes will depend on analysis accomplished by the pedagogic team in articulation with the teachers, taking into account, among other factors, his/her chronological age. It is necessary that the family feels comfortable, you/he/she holds, confident and realist due to the new possibilities that appear before the inclusion.

B) Family of the Non Bearers of the Syndrome of Down

Inside of the propositions, the next step suggests to approach, additionally, the other students' family as form, besides, of a" first bridge" to silt up with the children that will be friends of group of the bearer of the syndrome. The idea is that you/they are promoted encounters, seminars and lectures that seek to generate a critical and cooperative conscience of all involved in the daily school, to create a new mentality close to the students, educators and students' parents, in way to guarantee the students' development of all, bearers or no, in a quality school. The intention is to throw hand of new (and old) propositions of understanding of the social inequalities and cultural, that you/they aid to rescue the true social function of the school and to democratize her/it in all of the levels, turning her/it an agent of reformulação of the beginnings of individual and competitive action for an articulation of solidary and cooperative actions. Finally, the sense is to socialize the good results for invigoration of all involved.

C) Friends of Group

The next step, no less important, it is to prepare the group to receive the student. Before the student to arrive to the group should be illustrious regarding his/her deficiency and as all they can help mutually. It is of extreme importance to create a climate of positive expectations regarding the possibilities of the student's learning and to contain the students since the first day of class. Although each student's specific needs can be redundant in necessary adaptations of the activities accomplished at classroom, the most important is to turn them aware of the diversity, but also, of the possibilities of individual and collective growth in reason of those differences.

D) Holder of the Syndrome

Finally, the last step, with this whole apparatus of information offered the all the intervening of the inclusion process, to surround the bearer of all the attention so that it is allowed him/her, their second own possibilities, to develop continually, turning him/it capable, besides and when possible, of discerning regarding his/her special condition without, however, to associate her/it to an inferior parameter.

3. CONCLUSION

The relevancies that involve the physical education and the person bearer of the syndrome of Down are not limited and nor they should be limited to the focuses of this work. Subjects here lifted up, such as, it causes and origin of the syndrome of down problems faced by this public, among others they are not absolutely overvalue. They just serve as referential, this because she excelled in this study, to eliminate the label of deficient “unable” and the prejudices, feeling larger importance to the inclusion of the bearers of the Down syndrome in the classes of school physical education, “usually” and with success. Besides, he would say that it is necessary that the professional of the physical education glimpses the man as a being in construction, unfinished, being of relationships with the world and with the other ones. And that" the bearers of deficiencies also build his/her knowledge in the same way that normal individuals, although in way slower" as same he/she affirmed Ferreira and Nunes (1994, p. 64). Since the man develops and does it favor the development of the human project, does he wonder: won't we be (teachers) capable to transform that sad reality in relation to the prejudice with the people bearer of the down syndrome?

Then, was ended that a vital importance exists for the process of school inclusion of the bearers of down syndrome in the classes of school physical education, although many physical education professionals still don't meet prepared to do him/it. Therefore, I mention above some demands for the formulation of these classes. He/she urges the need that the school physical education continues to deprive and to privilege the movement, to take the children ppds they enlarge her/it his/her conscience the about of their movements, so that they notice what are doing.

I suggest that other authors continue to research inside of this conception and slope so that other people with deficiency can be meditated and understood of the partner-cultural point of view, once they are already so discriminated and forgotten by everything and for all.

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THE IMPORTANCE OF THE CLASSES OF SCHOOL PHYSICAL EDUCATION IN THE PROCESS OF SCHOOL INCLUSION FOR THE BEARERS OF SYNDROME OF DOWN.

ABSTRACT

The objective of this work is to verify the importance of the classes of school physical education close to as school inclusion instrument the bearers of Syndrome of Down. The Syndrome of Down is due to a genetic alteration happened during or immediately after the conception. The genetic alteration is characterized more by the presence of the auto some 21, in other words, instead of the individual to present two chromosomes 21, it possesses three. It is her alteration denominated simple trisomy. The work elapses in the causes of the syndrome, in the development, the benefits of the school physical education as inclusion instrument, in the problems faced by that public, and the fearsome" prejudice." The research focuses the importance of the understanding of all so that the inclusion work elapses in a simple and satisfactory way. Some are presented suggestions to the teacher-educator, above all that still incipient, so that better they can attend those people bearers of deficiencies - that carry the syndrome of Down.

Word-key: Inclusion, down Syndrome, School physical education.

L'IMPORTANCE DES CLASSES D'ÉDUCATION PHYSIQUE SCOLAIRE DANS LE PROCESSUS D'INCLUSION SCOLAIRE POUR LES PORTEURS DE SYNDROME D'EN BAS.

RÉSUMÉ

L'objectif de ce travail est vérifier l'importance des classes d'éducation physique scolaire près de comme instrument de l'inclusion scolaire les porteurs de Syndrome de Donw. Le Syndrome d'En bas est dû à une modification génétique se passée pendant ou immédiatement après la conception. La modification génétique est caractérisée plus par la présence de l'auto quelques 21, en d'autres termes, au lieu de l'individu il en possède trois pour présenter deux chromosomes 21. C'est sa modification a dénommé la trisomie simple. Le travail s'écoule dans les causes du syndrome, dans le développement, les avantages de l'éducation physique scolaire comme instrument de l'inclusion, dans les problèmes faits face par ce public, et le "préjugé effrayant." La recherche concentre l'importance de la compréhension de tout afin que le travail de l'inclusion s'écoule dans un chemin simple et satisfaisant. Quelques-uns sont présentés des suggestions au professeur éducateur, au-dessus de tout qui immobile naissant, afin que mieux ils puissent assister à ces porteurs des gens de manques - ce report le syndrome d'En bas.

Word-Key: Inclusion, en bas Syndrome, École éducation physique.

EL RESUMEN

El objetivo de este trabajo es verificar la importancia de las clases de educación física escolar como el instrumento de inclusión escolar para los portadores de Síndrome de Donw. El Síndrome de Abajo es debido a una alteración genética pasó durante o inmediatamente después de la concepción. La alteración genética se caracteriza más por la presencia el para presentar dos cromosomas 21, posee tres del autosome 21, en otros términos, en lugar del individuo. Es que su alteración denominó el trisomy simple. El trabajo pasa en las causas del síndrome, en el desarrollo, los beneficios de la educación física en el proceso de la inclusión, en los problemas enfrentados por ese público, y el temeroso “el prejuicio.” El objetivo de este trabajo es promover una visión crítica respecto a la inclusión de los portadores de síndrome de Abajo en las clases de educación físicas. La investigación enfoca la importancia de la comprensión de todos para que el trabajo de la inclusión pase de una manera simple y satisfactoria. Algunos se presentan las sugerencias al maestro-educador, sobre todo ese silencio incipiente, para que bien ellos puedan asistir el aquéllos las personas con las deficiencias, portadores de síndrome de Abajo.

Palabra-importante: la Inclusión, abajo el Síndrome, la Escuela la educación física.

A IMPORTÂNCIA DA AULAS DE EDUCAÇÃO FÍSICA NO PROCESSO DE INCLUSÃO ESCOLAR PARA OS PORTADORES DE SÍNDROME DE DOWN.

RESUMO

O objetivo deste trabalho é verificar a importância das aulas de educação física escolar como instrumento de inclusão escolar para os portadores de Síndrome de Donw. A Síndrome de Down é decorrente de uma alteração genética ocorrida durante ou imediatamente após a concepção. A alteração genética se caracteriza pela presença a mais do autossomo 21, ou seja, ao invés do indivíduo apresentar dois cromossomos 21, possui três. A está alteração denominamos trissomia simples. O trabalho transcorre nas causas da síndrome, no desenvolvimento, os benefícios da educação física no processo de inclusão, nos problemas enfrentados por esse público, e o temido “preconceito”. O objetivo deste trabalho é promover uma visão crítica em relação à inclusão dos portadores de síndrome de Down nas aulas de educação física. A pesquisa enfoca a importância da compreensão de todos para que o trabalho de inclusão transcorra de maneira simples e satisfatória. São apresentadas algumas sugestões ao professor-educador, sobretudo aquele ainda incipiente, para que possam melhor assistir as essas pessoas com deficiências, portadoras de síndrome de Down.

Palavras-chave: Inclusão, Síndrome de down, Educação física Escolar.

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