43 - REFLECTIONS ON INCLUSION AND NON-COMPETITION STARTED IN SPORTS

EVERTON LUIS DEIQUES;
ANDRÉ LUIS XAVIER PERES;
GILDASIO JOSE DOS SANTOS;
CASSIO HARTMANN;
CLEMILDO ANACLETO DA SILVA;
ESTELIO SILVA BARBOSA
Centro Universitário Metodista – IPA. Porto Alegre/RS, Brasil.
everton@deiques.com

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Introduction

The sport initiation can be considered as a time when the child or young person begins the systematic practice of one or more sports. According to Ramos and Neves (2007 cited QUINTAS; BORTOLI, 2009), the sport initiation is something planned, which causes the child to learn something specific in a more objective way. The same authors report that the sport initiation is defined by the regularity and continuity of one or more sports with the aim of developing the child fully without seeking the competition.

One should realize that childhood is a very exciting phase in the life of an individual, as this step is where there is an absurd experience of varied experiences. Children are very intense and are very interested in plays and games. The child needs to be stimulated, meaning that it works with the " romp and play " so that they stimulate different learning.

Farinatti (1995) reports that the child moves constantly, so activities that cause them to move should be encouraged from an early age, always observing and respecting the child's improvement stage.

To Voser (1999), the sport initiation is a process of teaching and learning that the student acquires and perfect the sport techniques for you. The best phase for motor learning is childhood, which must be worked the main foundations of technique, balance, respecting the limits and the child's developmental phases.

The sport initiation must allow different incentive, with the aim of the sport is motivating and enjoyable to young people and children, it should be taken care of situations in which the student proves embarrassed and sad, because these negative situations can cause trauma to the rest of the life of youth and child.

According to Machado (1997), the sport values the person socially, doing the same to obtain a good self-image, a development and learning a sport. The experience of a sport, competitive or not, determines the person to overcome difficulties and experiencing bodily experiences

Based on the authors call the non-competitiveness, a methodology that seeks to match the teams as regards the participation of those students considered less able, disabled or stigmatized.

It seems that the non-competition brings many benefits to the health of individuals, particularly children who start early to have the experience with sports and already start in the sport initiation phase.

Sassaki (1997) mentions that the school is a society and this is the inclusion where students, adapt to be able to include in their social, general systems, people with special needs and at the same time they prepare to assume their roles in society. From school age we must prepare ourselves to receive the different and this prepare to assume their responsibilities to the community at large.

The practice of inclusion rests on principles so far regarded as unusual, such as the acceptance of individual differences, valuing each person, living together within human diversity, learning through cooperation KOLUCKI (1995 cited SASSAKI, 1997).

For this, the teacher must work together with students of the sports school, methods to develop the inclusion of a more objective and clear, causing the child to participate in activities and improve motor skills, emotional, integration and social inclusion. When there is integration and participation of all targeting the common good, society improves, making pleasant coexistence and generating new values (BORGES, 2010).

Soler (2002) comments that a society for all, have different principles: celebration of differences, respect for diversity of cultures and also of human diversity, quality of life for society, the right to be happy, so it creates a sum absolutely positive for inclusion, decreasing the issue of stigmatization.

This survey aims to analyze the perception about sport initiation and pedagogical target, defined by inclusion and not competitiveness.

Materials and methods

The research is characterized as qualitative approach. In this sense, the main concern will focus on the description, interpretation and explanation of the observed phenomenon.

To obtain the study data, semi-structured interview, with two open questions related to sports inclusion and non-competitiveness will be used. The interviews will be recorded by a portable recorder.

The sample was composed of four managers teachers from futsal and football schools participating in sports initiation events Deiques Sports Company for five years and with its headquarters located in Porto Alegre.

The research will be carried out in schools teachers of the subjects of this research. Teachers will be invited to participate in the interview about an event organized and sponsored by the Company Deiques. Therefore there is no reason to request the Authorization Form these institutions, however, since the research will seek to understand the perception of teachers who are part of an event organized by Deiques Company Sport, the Institutional Authorization Form will be requested from the Company Deiques Sports.

Results analysis

The question " A " aimed to know: Why did you choose to participate in an event that focuses on inclusion through non-competitiveness?

Professor 1 responded as follows:

Basically because this competition comes in meeting with my working philosophy, all students in kindergarten must attend the event, whatever his technical level. And this kind of competition gives me this, I put children to a higher technical level with children with many difficulties.

This teacher let on that diversity does not constitute as a problem. Therefore, it is possible to see that the teacher intends to aggregate all their students in classes and sporting events without taking into account their differences.

For the teacher this event is an opportunity for children with different skill levels may have the opportunity to participate without feeling perhaps lower. In this regard, the technical level is not taken into consideration but the fact of being included or participating. There is no concern for the performance, completeness or result; It matters participation. It put "different" in the same space of coexistence.

Professor 2 states the following:

The main objective, as the event itself says not competitive, so the participation of this event is exactly the inclusion of these children who have less ability along with those who have the ability, so they live with this, because it is easy you put children who already have skills in normal competitions, and almost 100% of the competitions are so, and this is easy you put these kids to play. Those who do not have much skill, so much technique, or has a disability, need to have a competition where they can participate as equals. Then this event we participate just for children to have this opportunity to participate in games where they feel welcome, they feel as important as the other children who have skills.

The teacher agrees that there is a process of inclusion in this methodology. However, it differentiates between children who have skills, those who do not. So you believe that a lack of ability can now be a stigma factor. Then the inclusion or exclusion does not happen only among students who have a disability than those who do not, but also among those who they have more skills and those with the least skills.

For this teacher inclusion can not be configured in mere participation. Inclusion is a feeling arising from actions previously taken for this to occur in fact, as well, he said, "the child has to feel included in the group." Therefore, he believes that this type of event promotes inclusion.

Professor 3 thus expressed:

I opted to participate in this non-competitive event, precisely so that all children can participate. Too often the best are chosen for the selection of the college, a group always chooses the best to defend the team in a tournament, a championship and those children who have no technical conditions so good that, or is chubby or has a mental disability , physically she just deleted. And in this league where the idea is not competitive, if you can, that all children participate regardless of their level and there is very important that we, us talk teachers so that every child has minimum conditions to participate in the game.

The teacher justified his participation in this event claiming that all children can participate. There is concern in selecting the best or most skilled. Inclusion does not occured by competence. The teacher demonstrates its concern about the exclusion that occurs in other similar events, in which the best are usually selected. Also according to the teacher is very important to have this understanding between teachers themselves, since it is they who provide or nurture the process of inclusion. Therefore, it is not the child who has to seek the inclusion, but society which shall provide for the inclusion, in other words, is the company that fits the child and not vice versa. If this does not occur, the child happens to be to blame for their exclusion.

Professor 4 understand the question as follows:

I chose to participate in this event that has the idea of not competitive because I believe in the importance of students, I to there with my students, this non-competitive event and , I want to remind you of all the social question to them, as I said earlier, and they feel valued throughout the event in which they are participating.

For this teacher not to competitiveness is related to the appreciation of the student. The idea of value is connected with the idea of utility, hierarchy. In an event in which competitiveness is not the emphasis, the utility and the ranking does not really matter. In this sense, the appreciation is given by the fact that all children are considered able to participate, regardless of their physical condition, characteristics, abilities etc. It is possible that what the professor calls "social issue" is related not only their mere participation, that is, physical presence, but their genuine integration.

The question " Two " aimed to know the inclusive practice developed by the teacher. So he asked:

Do you believe in developing inclusive practice in your school? In what way?

Professor 1 well said,

Yes we develop as we make the acceptance and encouraging participation of children with motor difficulties and special needs. Children present to participate, make a small evaluation and at the time we noted the father informs us of these difficulties that the child has, we try to give special attention to him.

The teacher says that develops an inclusive practice in that it accepts, give special attention and encourages the participation of children with special needs or disabilities. Simply accept the child in the group does not necessarily mean that it is included. In this case, the teacher points out that in addition to accept, it also encourages and welcomes special. I mean, you are aware that the disabled child needs a greater attention and appropriate.

"Accept the student" means much more than making your application and work with it. It means understanding their difficulties, their limits and welcomes it as a student among others, but with its own peculiarities which must be observed and worked.

Professor 2 says:

Yes I believe. In what way? So: How the divisions have this issue of including then all the child who is diagnosed a problem, be it for hyperactivity, motor, cognitive, attention, it is integrated into the group and it performs the same activities as the group does. Always clear, we give special attention to her, we talk with the group depending on the problem, the group realizes, helps these children, helping them, explaining and we create activities where they become the main activity for they do not feel slighted, but included.

The professor also believes that it is developing an inclusive work. The methodology, which he used, is characterized in carrying out activities in which that student stigmatized is the central subject of the activity. The teacher believes that this practice contributes to the process of awareness of the stigmatized student. The practice of the teacher may also be understood as a way of sensitization.

In addition to the student being included, it highlights the concept of integration. You can understand that the teacher cares to prepare the group to welcome or receive stigmatized student. This method used by professional, he said, will contribute to raising the self-esteem of the student. Self-esteem appears as an important factor for inclusion.

Importantly, the student is not treated regardless of their difficulties. He does all the group's activities but have "special

attention", that is, the student is considered in its limitations.

Professor 3 thus stands:

I believe so. In one of the schools I work, I have very strong slogan which is inclusion through sports. Right? So how do you that? I use methodologies so that these children can exercise the same amount of times too do, I try to give the same conditions independent of the technical level and coordination which it lies. When we, as teachers, we enable the child to feel useful to a group, we raise a child's self-esteem. Your self-confidence will improve, will increase self-esteem goes up there and there in the next activities that children come to surely she will have more confidence and will have a much better chance of success in the times when she participate.

As the other teachers also have said, this teacher believes that inclusion is a very close relationship with motivation, self-confidence and self-esteem. The process of inclusion can not be motivated by success, but by the fact of feeling useful or important in the group.

You can see that for this teacher child having difficulties, tend not to go to the end of the exercise, or the number of repetitions of the exercise. And motivating way, with a lot of support, the professional must emphasize the minimum hits, giving her do all the repetitions with a greater chance to improve technically. Trying the support, note that Morales (2006), mentions that the teacher who supports the autonomy of the student, relates to the margin of freedom given to it in learning activities, with the absence of pressure, awards external.

Professor 4 says:

Yes. To develop inclusive practices in kindergarten mainly by word that defines inclusive practice. Motivation. The more we motivate the best student. One student who has difficulty making simple, the more we motivate him better, he will be able to do better, he makes simple, but working this issue of motivation, the fundamentals, tactical, it will improve. So inclusive practices is the main motivation, motivation of students.

The teacher sets his practice of inclusion in one word: motivation. However, it is not clear what exactly this methodology based on motivation. For him inclusion is a process that develops from practices considered simpler to practices considered more complex.

You can see that for this teacher, motivation is a key factor for the sport. Perhaps the professional want to say: if the individual is motivated, he will be able to develop; to improve. The sport encompasses not only motivation, but there are other factors that worked together with the motivation can improve children and young people in relation to sport. This is a joint effort of teachers and parents with children and adolescents.

Final considerations

It can be concluded that teachers have in mind a major aspect as regards inclusion: socialization and participation. All teachers agree that the participation of children is important for their development and that interferes objectively the social issue, the involvement of these students with peers, parents and teachers. We believe that teachers understand that the inclusion rests on simple concepts considered: the acceptance of individual differences of each student, interpersonal appreciation, coexistence within the human variety and mostly learning through cooperative work.

It is clear that all teachers feel good about working with stigmatized students, they participate in the Deiques event with emphasis on competitiveness because they can not put all children to participate without performing the deletion. They perform different methodologies to perform the addition. All said they develop inclusive process.

We found that, as teachers reported in their interviews, in fact the inclusion through non-competitiveness contributes to the inclusion, for the recognition of diversity and decreased stigma. Teachers said they feel good about working with stigmatized students perform methodologies to develop the inclusion, event participate with emphasis on non-competitive because they believe that this methodology gives opportunity the participation of all children. That is, they know that work with diversity in their schools and are receptive to these situations.

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REFLECTIONS ON INCLUSION AND NON-COMPETITION STARTED IN SPORTS

ABSTRACT

This survey aims to analyze the perception about sport initiation and pedagogical target, defined by inclusion and not competitiveness. The research sought to understand how the stigmatized children participate in sports activities with another students, how the teachers feels to attending an event without competitive purposes, and how they work inclusion activities in your schools. The initial hypothesis would be that the inclusion to kinds of children will succeed if this activities doesn't have competitive goals. With purpose of achieving the goals, the methodology adopted was deprived a quality survey developed through analysis of the references. This survey was based on axes: inclusion and sport with emphasis on not competitiveness. Besides, this research contains interviews with four teachers of futsal schools from Porto Alegre, with goal to verify the perception of teachers about the didactic not competitiveness, above verify which inclusion's practice adopted in their schools. The interviews were analyzed from analysis of speech. After analysis of dates, the results were: the teacher believe in inclusion through the activities not competitiveness, making up a differential, so, the person's value regardless of their skills or technical

level. The teachers knows that events with this action, has helped in the participation of all, developing respect, social integration and self-esteem. We analyzed that practice of sport can have contribution to inclusion, recognition of diversity and decreased stigma.

KEYWORDS: Initiation sport, Education, Inclusion.

RÉFLEXIONS SUR INCLUSION ET LA NON-COMPÉTITION A COMMENCÉ DANS LES SPORTS

RÉSUMÉ

Cette enquête vise à analyser la perception de l'initiation sportive et objectif pédagogique, défini par l'inclusion, pas la compétitivité. La recherche visait à comprendre comment les enfants stigmatisés participent à des activités sportives avec d'autres étudiants, des enseignants comment il se sent d'assister à un événement sans fins de concurrence, et comment les activités de travail d'inclusion dans leurs écoles. L'hypothèse de départ est que l'intégration des enfants de l'école sera couronnée de succès si ces activités ne sont pas des objectifs concurrents. Afin d'atteindre les objectifs, la méthodologie adoptée a été privé d'une enquête de la qualité développé en utilisant l'analyse des références. Cette enquête est basée sur des axes: l'inclusion et le sport en mettant l'accent sur la non-compétitivité. En outre, cette recherche contient des entrevues avec quatre enseignants des écoles futsal Porto Alegre, afin de vérifier la perception des enseignants sur l'enseignement et non la compétitivité, au-dessus de vérifier que l'inclusion de la pratique adoptée en leurs écoles. Les entrevues ont été analysés à partir de l'analyse du discours. Après analyse des dates, les résultats étaient les suivants: l'enseignant croit en utilisant l'inclusion des activités de la compétitivité, ce qui représente un différentiel, de sorte que la valeur de la personne, indépendamment de leurs capacités ou de niveau technique. Les enseignants savent que les événements avec cette action, a contribué à la participation de tous, le développement du respect, l'estime de soi et l'intégration sociale. Nous avons analysé ce que le sport peut être une contribution à l'inclusion, la reconnaissance de la diversité et une diminution de la stigmatisation.

MOTS-CLÉS: Sport Initiation, Éducation, Inclusion.

REFLEXIONES SOBRE LA INCLUSIÓN Y NO COMPETENCIA EN INICIACIÓN DEPORTIVA

RESUMEN

Esta encuesta tiene como objetivo analizar la percepción acerca de Iniciación deportiva y el objetivo pedagógico, definido por la inclusión y no la competitividad. La investigación buscó comprender cómo los niños estigmatizados participan de actividades deportivas con otros estudiantes, de cómo los maestros se siente al asistir a un evento sin fines competitivos, y cómo funcionan las actividades de inclusión en sus escuelas. La hipótesis inicial sería que la inclusión de clases de los niños tendrá éxito si estas actividades no tienen objetivos competitivos. Con objeto de alcanzar los objetivos, la metodología adoptada fue privado de una encuesta de calidad desarrollado através del análisis de las referencias. Esta encuesta se basa en ejes: la inclusión y el deporte con énfasis en la no competitividad. Además, esta investigación contiene entrevistas con cuatro maestros de las escuelas de fútbol sala de Porto Alegre, con el objetivo de verificar la percepción de los maestros acerca de la didáctica y no la competitividad, por encima de verificar que la inclusión de la práctica adoptada en sus escuelas. Las entrevistas se analizaron desde el análisis del discurso. Tras el análisis de las fechas, los resultados fueron: el maestro cree en la inclusión através de las actividades no de competitividad, lo que representa un diferencial, así, el valor de la persona, independientemente de sus habilidades o nivel técnico. Los maestros saben que los eventos con esta acción, ha ayudado en la participación de todos, el desarrollo del respeto, la integración social y la autoestima. Hemos analizado que la práctica del deporte puede tener contribución a la inclusión, el reconocimiento de la diversidad y la disminución del estigma.

PALABRAS CLAVE: Iniciación Deportiva, Educación, Inclusión.

REFLEXÕES SOBRE A INCLUSÃO E NÃO COMPETITIVIDADE NA INICIAÇÃO ESPORTIVA

RESUMO

Este estudo tem como objetivo analisar a percepção da Iniciação esportiva e seus indicadores pedagógicos caracterizados pela a inclusão e não competitividade. A pesquisa buscou perceber como as crianças estigmatizadas participam das atividades esportivas com os outros alunos, como os professores se sentem participando de um evento que tem como objetivo a não competitividade e de que forma eles realizam práticas de inclusão em suas escolas. Partimos da hipótese de que a inclusão dessas crianças terá mais êxito se a atividade esportiva não tiver como objetivo apenas a competição. A fim de alcançar os objetivos traçados, a metodologia adotada se restringiu a um estudo qualitativo que se desenvolveu a partir da análise do referencial teórico fundamentado em eixos: inclusão e esporte com ênfase na não competitividade. Além disso, a pesquisa se valeu de entrevistas realizadas com quatro professores das escolas de futsal de Porto Alegre, com a finalidade de verificar a percepção desses professores em relação à didática da não competitividade, bem como verificar qual a prática de inclusão adotada em suas escolas. As entrevistas foram analisadas a partir da análise do discurso. Após a análise dos dados, chegamos aos seguintes resultados: foi possível perceber que os professores acreditam que a inclusão por meio da não competitividade apresenta um diferencial, ou seja, a valorização do sujeito independente de sua habilidade ou nível técnico. Os professores reconhecem que esse evento com ênfase na não competitividade favorece a participação de todos, desenvolve o respeito, integração social e a autoestima. Verificamos que a prática do esporte nesse evento, que tem como ênfase a não competitividade, contribui para a inclusão, para o reconhecimento da diversidade e diminuição dos estigmas.

PALAVRAS-CHAVE: Iniciação Esportiva, Educação, Inclusão.