36 - ANALYZE OF PHYSICAL EDUCATION TEACHER'S PEDAGOGICAL STRATEGIES IN THE INCLUSIVE PERSPECTIVE

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INTRODUCTION

The legislative framework of specialized educational assistance in educational institutions guided by the Law of Directives and Bases of Education (LDB number 9394/96) and the National Policy on Special Education in the Perspective of Inclusive Education (Ordinance number 555/2007 and the laws 10.048 and 10.098 from 2000) establishes general rules and basic criteria for the promotion of accessibility and inclusion of people with disabilities in social, cultural and educational sphere.

The Physical Activity and sport practice are constituted, nowadays, in fundamental needs for mental and physical health. Such fact is fully recognized by the teachers of physical education and, increasingly gaining space in the scientific community as well as raising awareness of the general population.

One of the ways overcoming inequality nowadays is the knowledge the free access in all public spaces. Thus, the creation and maintenance of information services available to the citizen, as well as the participation in the arts and in the sport is certainly a way to reduce the social inequalities.

However, in many instances, the physical limitations that people with disabilities have, along with the social limitations of recognizing the right and the many architectural barriers preventing them from enjoying their right of coming and going, limits their possibility of professional and educational qualification, consequently interfering in their social inclusion.

Education as mediator instance is simultaneously the exercise of a right and the possibility of increased access to other fundamental rights. Among persons with disability, and not just them, these rights mean the possibility to assert equality with respect for differences. Nevertheless, we consider one of the essential problems of recent times is the issue of the acceptance of diversity and equal opportunities within otherness.

From this perspective, Physical Education, as one component of basic education curriculum, is not indifferent to the movement of inclusive education. As an integral part of the curriculum offered by the school, this discipline constitutes an auxiliary for the process of school and sportive inclusion.

According to the Brazilian Ministry of Sport (2004), sport is “above all a factor of human development because it contributes to people's physical and intellectual formation and improves life quality”. And yet promotes solidarity, self-esteem, respect for others, tolerance, sense of community, cooperation, notions of teamwork, healthy living and may assist in countering diseases, school dropout, drug use and criminality.

According to Tripp (2007), the inclusion encompasses all students, with the commitment of doing what is possible to provide meaningful opportunities for learning and creating a community in which students are entitled to participate actively in physical education programs that are planned to provide a variety of physical activities and exercises.

Therefore, the inclusion of handicapped students in classes of physical education is a reality, yet, the implementation of the guidelines proposed by different educational systems have been one of the problems that causes school exclusion.

These authors point out that this pedagogical uncertainty promotes two types of exclusion: on that is defined as complete exclusion and the other as functional exclusion. The former refers to when the disabled person is totally segregated of the school environment; the last is considered more subtle once it happens when students with disability are included in physical education class but does not participate significantly.

According to the IBGE (2011) the state of Minas Gerais has a significant number of people with disabilities in regular schools in the Municipal and State education system. On the other hand, this state has the highest number of capacitating courses for continued education in the field of physical education with focus on people with disabilities (FERREIRA, 2011). Thus, with the more and more pronounced presence of people with disabilities in the educational system, this study aims to investigate what inclusion means for teachers who work in regular schools in the Municipal and State educational system in Minas Gerais and know what their teaching strategies are.

MATERIALS AND METHODS

In this study we had 143 professionals who were the sample of analyses for this research. They are 17 men and 126 women, from the following cities of Minas Gerais state: Araxá, Ouro Preto, Mantena, Timóteo, Buritis, Lagoa Santa, Sete Lagoas and Pompéu. They also used to attend the blended learning in the course of specialization in Sports and Inclusive Physical Activities, that used to be proposed by the Federal University of Juiz de Fora, from 2010 to 2012.

From the total sample 05 were already specialists, 18 acted in the primary education and 125 were teachers in high school.

In order to collect the data the tool used was one of the activities proposed in the previously mentioned course. This course discussed practical issues related to inclusive physical activities in the classes. The activities were posted on the Moodle platform, the one used as the basis support for distance learning. The activities that were not configured as a practical activity specific framework were excluded from the referential proposition. We also excluded the activities that were not related to the context of physical activities and sports, such as drawing activities, text preparation and watching movies.

The analyses of the material have followed these steps:

·First of all an intensive and repetitive reading was held. It was considered all the activities posted on the platform as the ongoing evaluation activities. The aim was to know the entire content dealt with.

·We tried to understand in the literature the theoretical foundations for this study and the possibilities for categorizing the content that have been researched. The categorizations of the issues were based on Lieberman's proposition (2009).

·Once determined the categories we carried out analyzes of the data collected.

ANALYZES AND DISCUSSION

To Parrilla (2002) inclusive physical activity and inclusive sports is about a current which seeks to expand the school

setting in order to develop shared activities among people with and without disabilities.

In complement Lieberman (2009) states that to achieve equality of opportunity in the participation of students in physical education classes it is necessary to establish general criteria for all physical activities and sports. It is important seeking to achieve the success of all the participants. The author considers as being inclusive activities the following items categorized as:

1.Activities that use the original rules of physical activity and sport - this should be used when a student with disability requires no modification of original rules of the sport. Or when the student with disability makes use of the original sportive rules but only with some adjustments; when minor modifications and adaptations are performed in the facilities without affecting the performance of any of the participants.

2.Activities that use the original rules of physical activity and sport with some modifications in the regulation - is used to increase participation and opportunity for people with disabilities when they have different capacities.

3.Activities that use the rules of physical activity and the adapted sport for everyone - everyone participates within the rules of the adapted sport and adapted activities without modifications.

4.Activities that use original rules of physical activity and of sport for people without disabilities, and the original and adapted rules of physical activity and of sport for people with disabilities.

For the author of these varieties are necessary because students have different types of disabilities, and as a consequence different motor skills.

Based on Lierberman's proposition (2009) the pedagogical strategies the studied population had the following configuration:

The municipality	CATEG. 1	CATEG. 2	CATEG. 3	CATEG.4	TOTAL 1
ARAXÁ	20	01	05	00	26
BURITIS	11	00	00	00	11
LAGOA SANTA	26	01	07	02	36
MANTENA	03	00	01	00	04
OURO PRETO	41	03	06	01	51
POMPÉU	05	01	01	00	07
SETE LAGOAS	13	02	03	01	19
TIMÓTEO	32	01	01	00	34
TOTAL 2	151	9	24	4	**188**

Table 1 - The relationship between the total number of activities and categories.

The chart below shows the percentage ration of these categories.

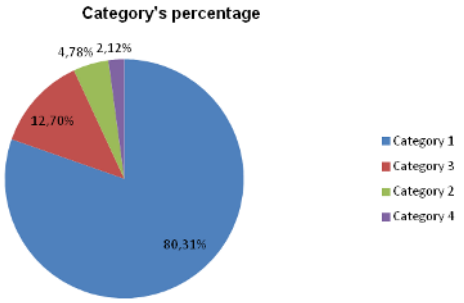

Chart 1: percentage ratio

The table 1 shows that, in general, teachers analyzed use as pedagogical strategies activities from category 1 preferentially. It represents those strategies that do not suffer major adaptations with the intention of promoting the inclusion of people with disabilities.

A more detailed analysis of how these activities were prepared indicates some possibilities: a) the professional probably does not know sufficiently the disabilities and so does not know what the needs of adapted activities are. It results in no adjustment or not enough adjustments that is able to promote the sportive practice for people with disability, b) do not consider the various types of disabilities and adapt the activities to a particular group, excluding others, c) only consider people with disabilities and minor sequels, whether mental, visual, auditory or physical, also excluding the possibility of participation of students most affected. We found out that the discourse of many professionals is based on the point that they are unprepared or do not have specific training to take care of people with disability.

The second strategy most used is the one related to category 3. This recommends the use of adapted sports for people with disabilities and also for people without disabilities and without any modification. Most of the activities presented in category 3 refer to the “homogenization”. It means that they try to equalize the condition of people without disabilities to the condition of people with a disability in order to perform the practice of an activity. As a consequence they believe to be promoting inclusion.

The sport's scheme has encouraged and intensified the exploitation of new possibilities of body movements, starting from standardized and adapted movement techniques. Thus, different bodies are conquering a new social space.

The categories 2 and 4 were the categories that had fewer activities, perhaps demonstrating difficulties in establishing advantageous moments to people with disabilities; or perhaps difficulties to reconcile the original and adapted sportive rules into the same time and space respectively.

It is an evidence for us that working regarding people's individuality, from the cooperation's perspective, is still a difficulty for professionals of this field. The challenge is to confront the “rigid models” of the competition sports and encourage the professionals of sports to work in the direction of building new personal, social and sportive constructions.

FINAL CONSIDERATIONS

The inclusion of students with disabilities in physical education lessons is a fact. And the presence more and more people with disabilities are visible in the education system. For this reason it became essential to develop inclusive activities in order to reach every student.

Physical activities and sports for people with disabilities put forward an opportunity to celebrate the Brazilian's body differences. It also provides the opportunity to recover, strengthen and make known events and values that perpetuate the expression of Brazilian's identity. It contributes to the promotion, the enhancement and the preservation of Brazilian's culture and rights.

It is important to say that the social relations do not change through a law decree. The way these relations are set makes part of history, and they just change when new conditions are laid down.

We are able to notice that there is an exchange in the sport culture. It has promoted a more inclusive environment. Conversely this change requires behavior's transformation related to innovative social and educational attitudes. And for that, it is fundamental to invest more in teachers training.

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ANALYZE OF PHYSICAL EDUCATION TEACHER'S PEDAGOGICAL STRATEGIES IN THE INCLUSIVE PERSPECTIVE

ABSTRACT:

The inclusion of students with disability in the classes of Physical Education is a reality; however, the application of the guidelines proposed by different education systems has been one of the major problems for school exclusion. For this reason, with the biggest presence of people with deficiency in the school system, the current study had as goal to investigate the meanings attached to inclusion from the teachers' perspective in order to learn about their pedagogical strategies. These teachers work in regular schools in the Municipal and State education system at Minas Gerais, in Brazil. In the total 143 physical education teachers have participated in this study. They were from seven different cities and schools in the state of Minas Gerais. The results indicated that the sport proposals, especially, have encouraged and intensified the exploitation of the possibilities of bodily movements starting from standardized and adapted movement. As a consequence, “differentiated bodies” are conquering new social spaces. It indicates that a work that is able to respect individuality and that makes use of a cooperation perspective is still a difficulty for the professionals of this domain. The most important is to challenge the rigid models of competitive sport and the sport professionals in order to act in a new person, sporting and social construction of the students handicapped.

KEY-WORDS: Physical Education, Inclusion, people handicapped

ANALYSE DES ESTRATÉGIES PÉDAGOGIQUE DES ENSEIGNENTS DE L'ÉDUCATION PHYSIQUE DANS LA PERSPECTIVE INCLUSIVE

RÉSUMÉ:

L'inclusion des élèves avec handicap dans les classes de l'éducation physique est une réalité; néanmoins, l'application des lignes directrices proposées par les différents systèmes éducatifs est l'un des grands problèmes de l'exclusion scolaire. Aujourd'hui c'est beaucoup plus visible la présence des personnes avec handicap dans le système éducatif. Donc, cette étude a eu pour but étudier les significations attachées à l'inclusion des enseignants qui travaillent dans les lycées à Minas Gerais, au Brésil. Du total 143 enseignants d'éducation physique ont participé à cette étude. Ils étaient de sept différentes villes et écoles dans l'État de Minas Gerais. Les résultats ont montré que les propositions sportives en particulier ont encouragé et intensifié l'exploration des possibilités de mouvements corporels à partir de mouvements standardisés et adaptés. En conséquence, des corps différenciés sont à la conquête de nouveaux espaces sociaux. Celui-ci indique qu'un travail en mesure de respecter l'individualité et utiliser une perspective de coopération continue, comme toujours, une difficulté pour les professionnels de ce domaine. C'est assez important remettre en question les modèles «fixes » du sport de compétition et du professionnel du sport dans le but d'agir dans une nouvelle construction personnelle, sportive et sociale pour les élèeves avec handicap.

MOTS-CLÉS: Éducation Physique, Inclusion, personnes handicap.

ANÁLISES DE LAS ESTRATEGIAS ÉDAGÓGICAS DE PROFESORES DE LA EDUCACIÓN FISICA DESDE LA PERSPECTIVA DE INCLUSIÓN

RESUMEN:

La inclusión de alumnos con discapacidad en la sala de clase de Educación Física es una realidad, a pesar de que la aplicación de directrices propuestas por diferentes sistemas educacionales ha sido uno de los problemas por la exclusión escolar. De esta manera, con la presencia cada vez más notoria, de personas con discapacidad en la red educacional, el presente estudio tuvo como objetivo investigar los significados de la inclusión para profesores que actúan en colegios del sistema regular de la red Municipal y Estadual de Minas Gerais y conocer sus estrategias pedagógicas. Participaron en este estudio, 143 profesores de Educación Física de la red de educación de 07 ciudades del estado de Minas Gerais. Los resultados indicaron que, especialmente las propuestas de deporte han motivado e intensificado la exploración de las posibilidades de

movimientos corporales a partir de técnicas de movimiento corporales a partir de técnicas de movimientos estándares adaptados. De esta manera, cuerpos diferenciados están conquistando un nuevo espacio dentro de la sociedad. Esto nos da señales de que trabajar respetando la individualidad, en una perspectiva de cooperación aún es una dificultad para los profesionales del área. El objetivo es desafiar los modelos congelados del deporte competitivo y profesionales del deporte para que actúen en nuevas construcciones personales, deportivas y sociales.

PALABRAS CLAVES: Educación Física, Inclusión, personas con discapacidad.

ANALISE DAS ESTRATÉGIAS PEDAGÓGICAS DE PROFESSORES DE EDUCAÇÃO FÍSICA NA PERSPECTIVA INCLUSIVA

RESUMO:

A inclusão de alunos com deficiência na sala de aula de Educação Física é uma realidade, no entanto, a aplicação das diretrizes propostas por diferentes sistemas educacionais tem sido um dos problemas pela exclusão escolar. Desta maneira, com a presença, cada vez mais marcante, das pessoas com deficiência na rede de ensino, o presente estudo teve por objetivo investigar os significados da inclusão para professores que atuam nas escolas do sistema regular da Rede Municipal e Estadual de Minas Gerais e conhecer suas estratégias pedagógicas. Participaram deste estudo, 143 professores de educação física da rede ensino de 07 cidades do estado de Minas Gerais. Os resultados indicaram que especialmente as propostas de esporte têm encorajado e intensificado a exploração das possibilidades de movimentos corporais a partir de técnicas de movimento padronizados, adaptados. Desta forma, corpos diferenciados estão conquistando um novo espaço social. Isto nos dá indícios de que trabalhar com respeito à individualidade, numa perspectiva de cooperação ainda é uma dificuldade para os profissionais da área. O advir é desafiar os modelos congelados do esporte competitivo e profissionais do esporte para atuarem em novas construções pessoais, esportivas e sociais.

PALAVRAS CHAVES: Educação Física, Inclusão, pessoas com deficiência