107 - A TRAINING OF TEACHERS IN PHYSICAL ATUANTES ON EDUCATION SERIES FINAL OF EDUCATION KEY OF BASIC EDUCATION IN SCHOOL ENVIRONMENTS FOR INCLUSION

FLAVIA ANGELA SERVAT; DEOCLÉCIO ROCCO GRUPPI.
Faculdade Guairacá e Universidade Estadual do Centro-Oeste, UNICENTRO
GUARAPUAVA - PARANÁ - BRASIL
flavia_servat@hotmail.com

Introduction

Discussions on the context front inclusive of the various sectors of society are becoming increasingly evident in society today. Among many, the educational sector is in evidence, and its placement is so important because it is one of the sources construtivistas of citizenship.

The process of inclusion will be of relevance in a society that increasingly demands of perfection, because although some people have limitations, are not depressed to the extreme of being invalidated.

Since the beginning of the past decade to education Brazilian is in a confrontation teaching of ideas that facilitate and ease the proximity of inclusions of people suffering from SEN.

Although this movement is predominantly related to the Special Education student, is a mistake to assume that the proposal relates to the subject, only. The inclusion educational implies the recognition and attention to the differences of any student who either endogenous or exogenous causes, temporary or permanent, has learning difficulties. (Department of Special Education-Institutional Portal, 2007)

What often is as didactic - pedagogic to serve all students, in different levels of difficulty, will generate doubts among answer to every individual needs to be as enhancing individual and society or hyper-while valuing individual dependent .

Challenges of Search

Given this context, the general proposal of this study is reflect on the relationship between teaching special education and regular education as a means to educate people even carried the special educational needs.

So it is important to underline the importance of training teachers for regular classes and special class, so that you can understand future joints of the proposed study.

To be able to act in inclusion classes of the National Council of Education has some requirements that are in Law (Resolution CNE / CEB no2/2001, art. 18th):

§ 1 of teachers are considered able to act in common classes with students who have special educational needs who show that in their training, average or above, were included content on special education appropriate to the development of skills and values to:

I - understand the special educational needs of students and enhance inclusive education;

II-flexible educational action in the different areas of knowledge as appropriate to the special needs of learning;

III - continually assess the effectiveness of the educational process for the care of special education need.

The implementation will be through the analysis of training of teachers for third and fourth cycles of basic education in school environments conducive to inclusion, seeking support for the development of quality education full of students.

The analysis of the profiles will be conducted in accordance with the academic and training of teachers, likely seeking solutions to the forms of exclusion and segregation in the teaching-learning process.

The research on the man and his actions show that you can not reach a universal truth, either inclusive or any other context, as far as the researchers are searched and identified by a unique culture itself, inserted in a specific part of history. So KUHN (2000) proves that statement to show that there is no absolute truth, only truths relevant for certain paradigms.

In order to study these truths scientifically transforming them into a significant knowledge, we must support it in a scientific methodology. Thus, this research is organized permitting, according GIL (1999), define a path through intellectual and technical procedures in order to reach an end, knowledge.

The purpose of this research will be developed in a quality which aims, according OLIVEIRA (1997), `describe the complexity of a particular event or problem, analyze the interaction of certain variables, understand and classify dynamic processes experienced by social groups, ... and interpret the particular behavior or attitudes of individuals. "

This approach will be ethnographic, in order to provide the training of interpretations on the meaning expressed by teachers involved in the search.

By limiting the sample, you have chosen representatives of teachers of Physical Education Network State of Education, the city of Guarapuava, acting on third and fourth cycles of basic education in classes of inclusion.

The instruments chosen for obtaining the information are: interviews semiestruturadas regarding academic and learning through relationships between institutional own actions planned and the intentions of individuals continued training; And observations of the actions of teachers teaching of Physical Education held from a structured analysis of previously prepared.

Shares institutional serve as a means of evaluating in practice the continuing qualification of teachers for performance in inclusive classes. To consider whether incentives or interests themselves are effective will be examined and discussed the acts teaching observed.

Therefore, this proposal will depend on the work of field that `is the observation of the facts as occur spontaneously in collecting data and the record of variables presumably for further analysis [...]" (OLIVEIRA, 1997).

This research will be embasada in a review of literature that aims to second OLIVEIRA (1997) `know the different forms of scientific contributions that were held on specific topic or phenomenon," aimed at clarifying concepts and find studies that offer embasamento the comparative study to be conducted.

After the whole process of collecting data, the material will be analyzed and compared with literature reference, providing subsidies to build the theme proposed.

The interest in studying the inclusion school, part of its primary role, or assist in the development of each and every pupil in each of stimulating the critical sense and the autonomy, in search of training for people with significant expertise in the society.

The limitation of this study is to the professor of Physical Education, because its function allows act on the human being on both psychomotor stimulating the process before an action on behalf of a more concrete contribution to inclusive education. So GHUNTER and MOLINA (2000), reflects the Physical Education as a social practice, their pedagogical practice should not be reduced "to the selection of updated content, procedures and responsibilities in implementing the same, but their purposes.

The fight for a school for all only be consequent when the school is more than a place of learning, a place of awareness of and the fight against social inequalities in close relationship with social movements emancipatory, when then find your school place training / instructive in our time. In addition to content, the school must teach new relationships with people and with nature. More than ever, we have to know how to read the measures that are being proposed using a theoretical instrumental that allows us to desvelar the

real intentions and practices of current public policies and arming the resistance. (FREITAS, 2002)

In the school, confuses itself with the inclusion segregation, creating sub-groups - whether in groups, trying to convalidar the practice inclusive. Thus, the combined defense of inclusive education with the placement of functional FREITAS (2003), is to include of any human being, a person able to enjoy all the rights and duties as ordinary citizens and not discriminá them as disabled in the negative sense of invalid.

For both, this study does not show a focus all situations exclusive, or inclusive, but the conditions for the training of teachers who provide classes in physical education classes in state schools for inclusion in the central city of Guarapuava, Paraná.

The study is refer the training of teachers as the enhancement of knowledge of teachers, whether related to academic (courses for graduate and post-graduate) and learning (experiences and training courses) for performance in a school environment inclusive. It will take into account views on the actions of the practice of inclusive classes in Physical Education, is examining ways to work correspond to positive responses and / or negative.

According GÓMES (apud MOLINA and GUNTER, 2000) it is understood the teacher training in three perspectives: academic perspective, technical perspective, perspective view of the practical and social reconstruction.

The prospects academic match the acquisition of knowledge through the capture of knowledge produced by research; The prospects techniques anticipate the results to be achieved through the effectiveness of teaching; Prospects practices before activities marked by the peculiar context and the prospect of social reconstruction is a support for transforming the practice partners, reflecting the stock to rebuild knowledge (GÓMES apud MOLINA, 2000).

The professor of Physical Education as a facilitator agent of this transformation, to be bound to meet the special education needs in regular classes may develop only part of the educational inclusion, if you do not have sufficient qualifications or some other support unknown.

This is due not to express concern about the overall development of students, but target, devoting greater attention on one of the psychomotor (motor or cognitive or social-affective); Because of the absence of these incentives can generate the separation or exclusion of social process and consequently the inclusion.

According CARVALHO (2004), to enter a student with differentiated features in a class considered common is necessary to develop methodologies that allow the integration educational, social and emotionally, both among colleagues, such as teachers and with the objects of knowledge and culture.

Take the presence of a student with any kind of disability in a regular school, with the focus their learning school, is the need to take evolution of the school itself. The issue acquires greater density as the idea of inclusion can mean the exclusion of people with special needs included in a process of education. The physical presence of students who have special education needs in regular schools and classes is far from mean the assumption of professional liability of the properties schools and systems of education regarding the care of these students. (CRUZ, s / d)

The individual and the social development should be encouraged so that the process is inclusive of success, because valley stress that "the exclusion is built outside of the school, but it is legitimized by personal efforts within the school" (FREITAS, 2003), or in relation to the school environment stimuli intermediadores from the training of professionals and interests from the students. Therefore, adjustments methodologically education on the part of teachers and the acquisition of knowledge by students are fundamental criteria for an inclusive process successful.

Therefore, it is interesting to look through the studies FREITAS (2002) that for a long time the question of access to school is related to quality of education, but the issue of access loses the sense if this is not of value. And in the face of inclusive education is necessary to acquire a qualification even more, by the heterogeneous groups that teachers end up having to act.

According MANTOAN (1998) the goal of inclusion is not exclude anyone from the school system, so the school must adapt to the specific characteristics of each student, setting as a kaleidoscope that requires all parties to work. When you cut a piece, the design becomes more complex and less rich.

Considerations Preliminaries

The preliminary findings of this study can assign some hypothetical ideas, producing two results differ. The first is a qualification that allows the teacher to become multifunctional and develop through the inclusion of adjustments the needs of all students or in a second case, cover in the same environment specific work for regular class and one for special class, providing segregation for students with special educational needs.

Therefore, through this proposal the search is sustained on the importance of analyzing the quality of a significant share of education in society, seeking reflect that the training of teachers intensify the conditions of the students to develop through the difficulties. Thus, it could provide subsidies to identify whether the work of teachers of Physical Education and their training are consistent for a better educational effectiveness.

Bibliography

BRAZIL. The National Council of Education. **Resolution CNE / CEB 2 / 2001 of 14/09/01**. Brasilia, 2001. Available at: http://www.mec.gov.br Return on: 30/08/07.

CARVALHO, Rosita Edler**. Inclusive Education with the pingos us is**. Porto Alegre: Mediation, 2004.

CRUZ, G. C. **Inclusion School: Delírio, Challenge or professional liability?** State University of Londrina.

FREITAS, Luis C. **The internalisation of Exclusion**. Magazine & Education Society, Campinas, see 23, n. 80. Available at: http://www.scielo.br/scielo.php?script=sci_issues&pid=0101-7330&lng=pt&nrm=iso. Return on: 10/08/07.

GIL, Antonio C. **Methods and techniques of social search.** Sao Paulo: Atlas, 1999.

KUHN, Thomas. **The structure of scientific revolutions.** SP: Focus, 2000.

MOLINA, Vicente; GÜNTHER, Maria C. C. **Ongoing Formation of teachers in education Physical education in the network of municipal port of joyful: an ethnographic approach**. Paulista Journal of Physical Education. SP: 2000.

OLIVEIRA, Silvio L. **Treaty of scientific methodology: Projet TGI, TCC, Monografias, Masters and PhD Thesis**. Sao Paulo: First, 1997.

PARANÁ. **Department of Special Education.** Available in: http://www8.pr.gov.br/portals/portal/institucional/dee/legislacao/artigo_5.pdf. Return on: 30/08/07.

Rua Capitão João Alves David, 803. Cep: 84400-000 Bairro: Centro.
Cidade: Prudentópolis - Paraná
CEL: (42)9942-4543 - E-MAIL: flavia_servat@hotmail.com

A TRAINING OF TEACHERS IN PHYSICAL ATUANTES ON EDUCATION SERIES FINAL OF EDUCATION KEY OF BASIC EDUCATION IN SCHOOL ENVIRONMENTS FOR INCLUSION

ABSTRACT

The function of the school is intended to help the integral development of the students stimulating critical sense and the

autonomy, in search of training for people with significant expertise in society, enabling a tangible contribution to inclusive education. This research proposes a review of the training of teachers of Physical Education belonging to the third and the fourth rounds of the fundamental teaching of Guarapuava-Pr, in school environments for inclusion. The methodology will be ethnographic approach, using the case of interviews semiestruturadas in relation to the training and examination of the acts teaching, seeking articulate the special education and regular education to encourage inclusive education. The training will be examined through academic perspective (courses in graduate and post-graduate) and permanent (experiences and training courses) for performance in a school environment inclusive. Meanwhile, reflect on the training of teachers, examining ways to work if the answers are positive and / or negative to the process of inclusion. The findings may assign some ideas hypothetical apart. The first is a qualification that allows the teacher to become multifunctional and develop through the inclusion of adjustments the needs of all students or in a second case, cover in the same environment specific work for regular class and one for special class, providing segregation for students with special educational needs. Therefore, through this proposal the search is sustained on the importance of analyzing the quality of a significant share of education in society, seeking reflect that the training of teachers intensify the conditions of the students to develop through the difficulties. Thus, it may provide subsidies to identify whether the work of teachers of Physical Education through its training contributes to effective education. KEYWORDS: Physical education, training, inclusion.

UN SÉMINAIRE DE FORMATION DES ENSEIGNANTS EN ÉDUCATION PHYSIQUE ATUANTES SUR LA SÉRIE FINALE DE L'ÉDUCATION CLÉ DE L'ÉDUCATION DE BASE EN MILIEU SCOLAIRE À L'INSCRIPTION.

RESUMÉ

La fonction de l'école est destiné à aider le développement intégral des élèves stimuler sens critique et l'autonomie, à la recherche de formation pour les personnes ayant une expertise significative dans la société, permettant une contribution tangible à l'éducation inclusive. Cette recherche propose une révision de la formation des enseignants de l'éducation physique appartenant à la troisième et quatrième séries de l'enseignement fondamental de Guarapuava - Pr, en milieu scolaire à l'inscription. La méthodologie sera approche ethnographique, en utilisant le cas des entretiens semiestruturadas en ce qui concerne la formation et l'examen des actes d'enseignement, de recherche d'articuler l'éducation spéciale et l'enseignement régulier afin d'encourager l'éducation inclusive. La formation sera examiné par le biais de vue académique (cours de troisième cycle et de troisième cycle) et permanent (expériences et des cours de formation) pour les performances dans un environnement scolaire inclusif. Pendant ce temps, une réflexion sur la formation des enseignants, étudie les moyens de travailler si les réponses sont positifs et / ou négatifs du processus d'intégration. Les résultats peuvent affecter certaines idées hypothétique exception. La première est une qualification qui permet à l'enseignant de devenir multifonctionnelle et développer grâce à l'inclusion de l'ajustement aux besoins de tous les élèves ou dans un deuxième cas, couvrir dans le même environnement de travail spécifique pour la classe ordinaire et une classe spéciale pour, prévoyant la ségrégation des élèves Ayant des besoins éducatifs spéciaux. Ainsi, à travers cette proposition est soutenue de la recherche sur l'importance de l'analyse de la qualité d'une part importante de l'éducation dans la société, la recherche de tenir compte du fait que la formation des enseignants aux conditions d'intensifier les étudiants à développer à travers les difficultés. Ainsi, il peut fournir des subventions à déterminer si le travail des enseignants de l'éducation physique par l'intermédiaire de sa formation, contribue à une éducation efficace. MOTS CLÉS: l'éducation physique, la formation, l'insertion.

A LA FORMACIÓN DE MAESTROS EN EDUCACIÓN FÍSICA ATUANTES EN LA SERIE FINAL DE LA EDUCACIÓN CLAVE DE LA EDUCACIÓN BÁSICA EN UN ENTORNO ESCOLAR PARA LA INCLUSIÓN

RESUMÉN

La función de la escuela es la intención de ayudar al desarrollo integral de los estudiantes y estimular el sentido crítico de la autonomía, en busca de la formación de las personas con importantes conocimientos técnicos en la sociedad, lo que permite una contribución tangible a la educación inclusiva. Esta investigación propone una revisión de la formación de los profesores de Educación Física pertenecientes a la tercera y la cuarta rondas fundamentales de la enseñanza de Guarapuava - Pr, en el entorno escolar para la inclusión. La metodología se enfoque etnográfico, utilizando el caso de las entrevistas semiestruturadas en relación con la formación y el examen de los actos de enseñanza, que buscan articular la educación especial y de educación regular para fomentar la educación inclusiva. La capacitación será examinado a través de la perspectiva académica (cursos en los niveles de licenciatura y de posgrado) y permanentes (experiencias y cursos de formación) para el rendimiento en un entorno de la escuela inclusiva. Mientras tanto, reflexionar sobre la formación de los docentes, el examen de la forma de trabajar si las respuestas son positivas y / o negativas para el proceso de inclusión. Las conclusiones pueden ceder algunas ideas hipotéticas aparte. La primera es una calificación que permite que el profesor se multifuncional y desarrollar a través de la inclusión de los ajustes a las necesidades de todos los estudiantes o en un segundo caso, cubrir, en el mismo ambiente de trabajo específico para la clase regular y uno de categoría especial, que la segregación de los estudiantes Con necesidades educativas especiales. Por lo tanto, a través de esta propuesta es la búsqueda sostenida en la importancia de analizar la calidad de una parte significativa de la educación en la sociedad, buscando reflejar que la formación de los profesores intensificar las condiciones de los estudiantes para desarrollar a través de las dificultades. Por lo tanto, puede otorgar subvenciones para determinar si el trabajo de los profesores de Educación Física a través de su formación, contribuye a la eficacia de la educación.

PALABRAS CLAVE: Educación Física, la formación, la inclusión.

A FORMAÇÃO DOS PROFESSORES DE EDUCAÇÃO FÍSICA ATUANTES NO TERCEIRO E QUARTO CICLOS DO ENSINO FUNDAMENTAL EM AMBIENTES ESCOLARES DE INCLUSÃO

RESUMO

A função da escola visa auxiliar o desenvolvimento integral dos alunos estimulando o senso crítico e a autonomia, em busca da formação de cidadãos com atuação significativa na sociedade, possibilitando uma contribuição concreta a educação inclusiva. Esta pesquisa propõe uma análise da formação dos docentes de Educação Física pertencentes ao terceiro e ao quarto ciclos do ensino fundamental de Guarapuava - Pr, em ambientes escolares de inclusão. A metodologia será de abordagem etnográfica, utilizando-se de entrevistas semiestruturadas em relação à formação e análise dos atos pedagógicos, buscando articular o ensino especial e o ensino regular para estimular a educação inclusiva. A formação será analisada através da perspectiva acadêmica (cursos de graduação e pós-graduação) e permanente (experiências vividas e cursos de capacitação) para atuação num ambiente escolar inclusivo. Entretanto, refletirá sobre a formação de docentes, analisando se as formas de trabalho correspondem a respostas positivas e/ou negativas ao processo de inclusão. As conclusões preliminares permitem atribuir algumas idéias hipotéticas divergentes. A primeira corresponde a uma qualificação que permite ao professor se tornar multifuncional e desenvolver a inclusão através de adaptações as necessidades de todos os alunos ou num segundo caso, abranger em um mesmo ambiente um trabalho específico para classe regular e outro para classe especial, propiciando segregações de alunos com necessidades educativas especiais. Portanto, através desta proposta a pesquisa está sustentada na importância de analisar a qualidade de uma parcela significativa da educação da sociedade, buscando refletir se as formações dos professores intensificam as condições dos alunos se desenvolverem mediante as dificuldades. Assim, poderá fornecer subsídios para identificar se o trabalho dos professores de Educação Física através da sua formação, contribui para uma educação eficaz.

PALAVRAS-CHAVE: Educação Física, formação, inclusão.