Introduction

Discussions on the context of inclusive education of 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 constructivista of citizenship.

The process of inclusion will be of relevance in a society that increasingly demands 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, it 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 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 the city of Guarapuava, acting on third and fourth cycles of basic education in classes of inclusion.
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 any human being, a person able to enjoy all the rights and duties as ordinary citizens and not discriminate 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 to the training of teachers as the enhancement of knowledge of teachers, whether related to academic (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.

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 fundamental criteria for an inclusive process successful. Therefore, adjustments methodologically education on the part of teachers and the acquisition of knowledge by students are 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 on their learning school, is the need to take voluntary 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)

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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.

The therefore, through this proposal the search is sustained on the importance of analyzing the quality of a significant share of 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.

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.

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Educação Física através da sua formação, contribui para uma educação eficaz.assen-desenvolverem mediante as dificuldades. Assim, poderá fornecer subsídios para identificar se o trabalho dos professores de
especiais. Portanto, através desta proposta a pesquisa está sustentada na importância de analisar a qualidade de uma parcela
divergentes. A primeira corresponde a uma qualificação que permite ao professor se tornar multifuncional e desenvolver a inclusão
etnográfica, utilizando-se de entrevistas semiestruturadas em relação à formação e análise dos atos pedagógicos, buscando articular
ciclos do ensino fundamental de Guarapuava - Pr, em ambientes escolares de inclusão. A metodologia será de abordagem
inclusiva. Esta pesquisa propõe uma análise da formação dos docentes de Educação Física pertencentes ao terceiro e ao quarto
ensino fundamental de Guarapuava - Pr, em milieuscolares à inscrição. A metodologia será approche ethnographe, 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 examinée 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, étude les résultats 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 deuxiéme 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 sutherland 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 CLES: l’éducation physique, la formation, l’insertion.

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

La fonction de l’école est destinée 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. Cette étude propose une révision de la formation des enseignants dans le système éducatif en Guaraná - Pr, en entente des collèges pour la formation et l’examen des actes de formation, que recherchent la articulation de l’éducation spécifique et de l’éducation régulière pour renforcer l’éducation inclusive. La qualification sera examinée à travers de la perspective académique (cours dans les niveaux de licence et de postgraduate) et permanente (expériences et cours de formation) pour le rendement dans un environnement de scolarité inclusif. Même lors, réflexion sur la formation des enseignants, examen de la manière de travailler si les réponses sont positives et / ou négatives pour le personnel d’intégration. Les conclusions sont hypothétique part. La première est une qualification qui permet aux enseignants se multifonctionnel et travailler dans l’inclusion pour les élèves de tous les étudiants ou dans un deuxième cas, œuvrer dans le même type 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 pour déterminer si le travail des enseignants de l’éducation physique par le médiateur de sa formation, contribue à l’efficacité de l’éducation. PALABRAS CLAVE: Educación Física, la formación, la inclusión.

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La fauccola della scuola è l’intenzione di aiutare lo sviluppo integrale dei giovani e stimolare l’entusiasmo critico della autonomia, in 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 Guaraná - Pr, en el entorno escolar para 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 examinada a través de la perspectiva académica (cursos en los niveles de licenciatura y de posgrado) y permanente (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 son hypothétique part. 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. PALAVRAS-CHAVE: Educação Física, formação, inclusão.