

151 - ETHIC OF RELATIONSHIPS IN PHYSICAL EDUCATION CLASSES: THE REFLECTION ABOUT THE CITIZENSHIP EXERCISE.

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1 UNDERSTANDING ETHICS

In this universe which we live, every single day we observe transformations, scientific and technologic news, and, in opposition to the human being, which could be better benefited with this whole process of evolution, though, many times it seems to be at the mercy of so many knowledge produced along the years in several areas, and it could conduce improvement to the people, minimizing social inequalities. Even though in daily reflections we try to understand how the population could have better life quality, if ethics could really happen on equal rights.

According to Brasilia (2007, p.13):

"Ethics into philosophy, the field which occupies itself with the reflection about human morality receives the denomination of ethics. Both terms, ethics and morals, have similar meanings, and usually, they refer to a whole set of principles and patterns of behaviors which adjusts human beings relationships with the world they live."

Living in this world with constant evolution becomes complex, in a measure that reflection about ethics and morals are searched, all though it presents itself in different ways, it is salutary to see it in a same point of view, being possible to advertise human dignity.

Its unknown exactly when ethic came up in fact, all though, according to Valls (2004) some of the ethical rules were established presuming to have an ethical value which comes along with pre-history and history itself. The rules set by these societies, values such as line ancestors, political and military alliance, a structure based on fight, competition, matters of honor, religion and heritage could be faking other values that ethic were beneficiating something or someone. Marx Weber Shows that ethic wasn't clear and accessible to everyone, therefore Protestants and Calvinists had valued work and richness, while Catholics had valued the spirit of poverty and sacrifice, which did also culminate into chastity as important values to be observed in an ethic religions scale. There was a great effort on the theorization of the ethic which confronted with the matters related to the usual costumes, while ethical thinkers had been worried about searching formulations that could let it clear that rules related to some universal principles as much as the equality of a kind of human, as its own variations, such as behavior and characteristics from different historical and cultural formations. Socrates in his wisdom did respect the laws but he did ask it to know the value of those.

Valls (2004, p.18) points that: Kant had searched for some universal kind of ethic, based just on the fundamental equality between men.

It is believed that equality is an important value to be appropriated by citizens based on rationality and liberty morally acceptable.

The Human history and its relation along the time have been followed by the philosophy that cares about these ones and the field which it works on.

This way, in the last few years, society have been searching for setting professions and building its ethical codes. By the other hand, moral is presented, which comes among society for its own ends.

According to Vargas (2008, pg 2):

" (...) Moral (from Latin mos, mores) Designates costumes and traditions. When a way of organizing the house is so good till the point of being a collective reference and to be constantly reproduced, then it comes up a tradition and an architectonic style. We watch the level of human behavior, to the moral birth."

Its believed that what's passed on through generations and it is considered positively correct does not submit us to a reflection, but submit us to an obedience.

According to Taille (2009, pg 26).

"The most Adopted convention to differ moral sense from ethic, is to keep the first concept to the social phenomenon, and the second one to the philosophical or scientific reflection of it. It has been thought that humanity have been oriented by behavior rules, and by it recognition of people possible, which have been ruled by moral."

Much has been appraised about ethical behaviors and morals backrested in values, costumes and universal thoughts about certain beings, objects, environment and others, it has been said, discussed and contextualized by many philosophers, thinkers and authors in certain times.

2 THE PARTICIPATION OF SCHOOL IN BUILDING CITIZENSHIP

It is Understood that school must make social transformations possible, in a way that goes for the search of livings and experiences to the building of citizenship, which its believed that all the segments of society should be instilled from the same principle, having it as a goal to understand diversity, producing knowledge, and if necessary, into the context which they live, minimizing conflicts, among others.

According to The Education Ministry (2007, pg 12):

"We understand that such way of education must also certify the development of skills to handle with diversity and with the conflict of ideas, the influences from cultures and the feelings and emotions current on one's relationship with himself and with the world around him".

It send us to a reflection of a pedagogical practice built on the construction of citizenship, contextualizing with the reality which it is in, and by it being possible the living of values, in the relations established with its mates.

According to The Education Ministry (2007, p. 32):

"If the Actual presupposes of citizenship have as base the guarantee of a dignified life and the participation of the public and political life for all the human beings and not just for a small piece of population, this school must be democratic, inclusive and with quality, for all of the children and teenagers. For this, It must advertise the theory and the practical minimal conditions to such goal be reached by society."

It is believed that education professionals, go for conducting practical situations that help students to build relations based on ethics, living and experimenting values in the daily manners, especially on solving problems that usually happens at school.

According to Brazil (1997, p. 32):

"The main question around ethical worries is justice, understood as inspired by equality and equity values. At school, the theme ethics is at first place in relationships among agents that make this institution : students, teachers, employees and parents. In second place the theme ethics is on the schedules, once that is known that knowledge is not neutral, neither impermeable to values of other kind. Finally, it is on transverse themes, in anyway and somehow it is all about values and rules. In short, the reflection about several faces of the human behavior should be part of the bigger goals of the school, compromised with the formation of citizenship."

Over the school is the responsibility of compromising and answering to the requirements for the formation of citizenship, elaborating and remaking knowledge, and the search for basing pedagogical practices to understand the whole diversity in it.

The educational system must conduce actions, proposals and projects that could be possible by the articulation of knowledge with the teachers.

Punctuate about ethics at school and by extension relationship in physical education classes send us to a reflection of several meanings about it, while tasks and rights accomplishes professionals and its close relationship with the human being and with the movement.

Such a movement that by it is possible dynamic through a social web of relationships built in the moments which physical education classes were happening.

According to Vargas (2007, p. 54,55):

" From the law 9696/98 with its great judicial importance and the consequent structuring of CONFEF, the biggest hierarchy agency concerning to rules of the professional exercise, the organization of the ethical code must not be postponed. This document emerges as a tool at the disposition of all society, and, specifically, at the disposition" of the physical education professionals, meaning the delimitation of moral behaviors".

Important Documents had oriented physical education, and had contributed to the construction of an ethical code that now a days bases and structures the working activity of physical education, which according to CONFEF (2003):

"it explains in its general dispositions, from its principles and directives, from responsibilities and tasks, from rights and benefits, from violations and penalties and final dispositions, which might be used as a mediator instrument between society members and physical education professionals, which both could be beneficiated in its pondering comply over ethics."

Vargas (2007, 59,60) emphasizes that:

" At last it is opportune, once again emphasize that professional regulation in physical education and the consequent structuring of the council symbolizes the victory of Brazilian society. We understand that doctrine of integral protection of the citizens, under the aegis of rights, must be crucially founded beneath the pillars of the axiomatic society system. The value of health when it becomes real through life quality is glimpsed by man's best patrimony: its own body. The relationship with one's body allows a better social living, in the game of human existence plot. It is fair that Brazilian society organize itself to guarantee this right."

The value of physical education and its working activity is immeasurable, being a recognized profession making it more scientific and respected in the presence of other subjects into the school schedule and in the presence of the social demands now a days.

3 FINAL CONSIDERATIONS

It seems that much has been done by Brazilian physical education, but I believe that we still have a lot of work to do. Now a days, The search for life quality and health have been a target to studies over several points of views, and by it, it has been possible to have more livings and experiences about the relationship with the body technically supported and based on the ethical code of physical education.

Guiding documents to the pedagogical practice are build, but to make it true, it must be better investigated, deserving studies and educational inducements.

It is of a great importance that the professional truly takes its own place in front of the society, in an ethical way, and go for the necessary changes for good development of the physical education ahead in the formation of citizenship, and do not give up trying to reach the goals implicit on the physical education area.

It is emphasized that governments must have a different look on physical education because of its several possibilities in the integral formation of a child, and this way, articulating and advertising physical education based on ethical position.

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ETHIC OF RELATIONSHIPS IN PHYSICAL EDUCATION CLASSES: THE REFLECTION ABOUT THE CITIZENSHIP EXERCISE.

SUMMARY

This study has the purpose of searching the understanding about ethics and morals and its relationship with school, and, by extension, the physical education classes. It intends to provoke the reflection about social relationships and development of ethical skills in physical education classes, as well.

It also intends to emphasize the importance of the incitement from school to form citizenship and incite responsibility from the educational system and professional people of this area, to articulate, to advertise and encourage physical education, in a perspective of recognition, based on important and relevant discussions and documents, besides the necessity of implanting political ethics, just as fast as possible, which could provide better learning, and in fact, offer equality of opportunities and living experiences on relationships built at school. To the physical education professional is delegated the arousing of people which one works with, to the real exercise of citizenship, to conduce social changes and forming human beings, as integral as possible.

KEY WORDS: Physical education, Ethics, social relationships.

RÉSUMÉ

Cet étude a comme propos, chercher entendre sur l'éthique et morale et leur relation avec a l'école et par extension às classes de Éducation Physique. Il y a aussi le but de provoquer la réflexion sur la relation social et le développement des compétences éthyques dan le cours de Éducation Physique.

Il se prétends aussi de sailler la importance de l'école, fomater la formation de la citoyenneté et de la responsabilité du système d'enseignement et de professionnels du métier; articuler, promouvoir et estimer la aire Éducation Physique, dans une perspective du reconnainssance, fondementées dans la discussios et documents rélévants et importants, au de la nécessité pour la impalntation plus rápida possible de politiques éthyques que rendre possible meilleur apprentissage, qu'il ouffrít de fait égalité de oportunidades de vie et experiências dans les relations construíree dans l'école.

Au profissional de Éducation Physique compété éveiller la percelle de la société à quelle travaille pour le clair exercice de la citoyenneté, au quel il obtient transformation social et la formation plus intégral possible de être humain.

MOTS CLÉS: L'education Physique, L'éthyque, Relation Sociais

RESUMEN

Este estudio tiene como objetivo, tratando de entender la ética y la moral y su relación con la escuela y, por extensión, las clases de Educación Física. También tiene que provocar la reflexión sobre la relación entre el desarrollo social y ético de las competencias en las clases de educación física. También hace hincapié en la importancia de la escuela de promover la formación de la ciudadanía y la responsabilidad del sistema educativo y profesionales de la salud, articular, promover y fomentar el ámbito de la Educación Física con vistas al reconocimiento, basado en los debates y los documentos pertinentes e importantes, además de en la necesidad de un despliegue más rápido posible las políticas de ética para permitir un mejor aprendizaje, que ofrece igualdad real de oportunidades para ganar experiencia en las relaciones construídas en la escuela. En la Educación Física Professional es despertar la parte de la sociedad que trabaja para el ejercicio real de la ciudadanía, que hace posible las transformaciones sociales y la formación más plenamente humana.

PALABRAS CLAVE: Educación Física, Ética, Relaciones Sociales.

ÉTICA NAS AULAS DE EDUCAÇÃO FÍSICA: REFLEXÃO A CERCA DO EXERCÍCIO PARA A CIDADANIA.

RESUMO

Este estudo tem como propósito, buscar entender sobre ética e moral e sua relação com a escola e por extensão as aulas de Educação Física. Tem também o intuito de provocar a reflexão sobre a relação social e o desenvolvimento das competências éticas nas aulas de Educação Física. Também se pretende salientar a importância da escola fomentar a formação da cidadania e da responsabilidade do sistema de ensino e profissionais da área, articular, promover e incentivar a área da Educação Física, numa perspectiva de reconhecimento, fundamentadas em discussões e documentos relevantes e importantes, além da necessidade para a implantação mais célere possível de políticas éticas que possibilitem melhor aprendizagem, que ofereça de fato igualdade de oportunidades de vivências e experiências nas relações construídas na escola. Ao Profissional de Educação Física cabe despertar a parcela da sociedade na qual trabalha, para o real exercício da cidadania, no qual viabilize transformações sociais e a formação mais integral possível do ser humano.

PALAVRAS CHAVE: Educação Física, Ética, Relações Sociais.

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