

110 - HUMAN MOTIVITY AS REFERENCE FOR HEALTH AND QUALITY OF LIFE

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INTRODUCTION

Approaching themes related to health and quality of life always draws some curiosity from professionals in the health field, educators and general society.

The body thematic has been systematically discussed in the contemporary world, especially by human and social sciences. In Physical Education¹ the body matter related to a comprehension of the human being in a philosophical, socio-historic perspective, has gained proportions previously only seen in themes regarding human rendering and health. (SANTIN, 1987, SÉRGIO, 2000 and DANTAS, 2005).

It is clear to observe a population growing interest in physical activities and its relation to quality of life, especially after PE took part in the health Field. In that sense, there is a longing for a more critical reflection towards bodily activities, so to value desires and needs of people, who are living longer.

According to Santin (1987) and Sérgio (2000), in our society, the human body is submitted to a mechanization process, developing a competitive posture that can generate loss of autonomy. From this perspective, those who do not fit the settled standards are forced, even unconsciously, to exclusion.

To Sérgio (1995 and 2000), with the human motivity science (HMS), participants of motor activities linked to sports, dance, ergonomics and especial education do not behave as machines, exercising roles imposed by society, but as free individuals, alert to what in themselves is biological, cultural and longs to transcend and be more.

In Benghi and Zoboli's mention (2004, p. 58):

It is the health field professional role, in that Physical Education teachers included (for being who knows best the field of physical exercise to be practiced as a habit), to give to general population the notion of importance that physical activities have for the maintenance and obtaining of health in the wholeness of its meaning, that is, encompassing physical, psychological and social. So that can become possible, it is needed new paths are searched when it comes to professional formation, that is, so that to (future) Physical Education teacher, a quality formation is offered, regarding recreation, health, prevention and dealing with human corporeity.

The health definition in the last few years started to consider a broader understanding opposed to absence of illness. Facing this reality the PE professional must be alert to attend people within a more complex vision of health promotion. From the above mentioned, the primary questioning to be answered in this research is: How does human motivity approaches matters regarding health and quality of life²?

The importance of PE put us in search of a more critical posture related to the making of an educational proposal that aims to promoting health and QL improvements. That said, the most important objective of this article is to approach through a bibliographical research health and human QL from the human motivity paradigm.

For a better comprehension of this issue, at first we present several approaches towards the themes health and quality of life, and then, we present arguments that relate human motivity with general population health.

HEALTH AND QUALITY OF LIFE

The attempt to define what is understood by health takes great importance in that the practice of physical activities directed to its promotion shall demand decisions that will guide the contents propositions. Often, the term health is merely related to the absence of illness, (GUEDES e GUEDES, 1995) because in the past it was defined in such way.

Recently, the health definition has been expanded to encompass a full state of physical menta and emotional well-being, not only the absence of illness. (SHARKEY, 1998).

The preoccupation in understanding the mechanisms that maintain health or provoke illness in certain societies ends in the observance that such phenomena do not restrain only to natural laws, but in tow simultaneous realities: biological and socio-historical. (CORRÊA FILHO, GONÇALVES E GONÇALVES in GONÇALVES et al., 1997).

To Nahas (2001), nowadays people have any advantages about past generations, because there has never been such solid evidences about an individual's behavior's effects over his/her health. Parallel to that, medicine resources and general life conditions are superior to those of a century ago. People are living more and generally healthier. But, collectively, we are still far from being healthy. Apart from the lifestyles that endanger health – through stress, inadequate eating or sedentary – there are still big differences when it comes to standard of living when comparing developed regions to those poorer.

The state of being healthy is not something static, on the contrary, it is necessary its acquisition so it can be reconstructed constantly though lifespan, obeying evidences that health is also in the realm of education, and therefore, it should not be treated only biologically and in a hygienist form, but in a didactical-pedagogical context. (GUEDES e GUEDES, 1995).

The concept of QL has changed throughout history. Nahas (2001) as he reviewed studies in this area, observed that QL concepts initially emphasized material aspects, as wage, success in a career and acquired wealth, but that recently evolved for a value to factors such as satisfaction, personal accomplishment, relationship quality, leisure options, access to cultural events, perception of a general well being, among others. Because of that, we opted for the term human quality, once this also influences the approach of psychoneuroimmunology.

QL can be considered by either individual or social perspective. For social groups, statistic indicators are generally used to indicate QL level or exiting human development. As examples of such indicators there are: life expectation, mortality and morbidity rates, schooling and education levels, per capita income, unemployment level, sub nutrition and obesity. (NAHAS, 2001).

When questioning several individuals about the QL theme, there will most likely be as many different answers as the questions are. That way, the concept for QL depends on the needs presented by people. (DANTAS, 2005).

For Minayo, Hartz and Buss (2000), the theme quality of life is treated under varied scopes, that being from science,

common sense, objectively or subjectively, individually or collectively. In the Health field, in a broader view, it stands on the comprehension of fundamental human needs, both material and spiritual, and has on the health promotion concept its most relevant focus.

HUMAN MOTIVITY AND HEALTH

It is not possible to define or explain what consists human nature as a group of real qualities transmitted purely by biological inheritance. The reason for that resides in the fact that man is plastic, very modifiable by education to the extent that human being and culture get confused, therefore stopping us to conceive mankind without the invention of culture. (SANTIN, 1987 e SÉRGIO, 1995 e 2003).

According to Medina (2005, p. 23)

What fundamentally differentiates human being from other known living beings are the possibilities from their consciousness. Man's consciousness can be understood as the state by which the body realizes its own existence and everything else there is.

Sérgio (1989 and 2000), Zoboli (2007) and Barreto (2009 e 2010) highlight that we need to think motivity as a complex phenomenon, in which interaction dynamics with the environment determinates the abilities to be constituted.

The first level that expresses the being and the person's appearing is the body. The human being is a body that consciousness is made though, it is the matter that grows a spirit. (SÉRGIO, 2001).

Unfortunately in the society where we live, the human being is still seen in a fragmented way, where prevails the body/mind dualism. In this way the human body is treated as an object that favors the capitalist, consumerism world, being healthy the one who has a muscled body and with a low level of body fat.

Benghi and Zoboli (2004, p. 40) mention:

PE direction to health and quality of life, supreating the education of body massacrations in favor of competition is one of the requirements imposed to those dealing with the educational task of Professional formation. Educate is not the same as train or groom.

If every science of man brings with it a certain image of Man, human motivity as a science, from the strictly bodily point of view, but broadening to the research of perception, understood as the awareness of a body-world connection, naturally puts the focus in the Man as project. Motivity supposes, in fact, the development of the central nervous system's structures, maintains the regulation, execution and integration of behavior, translates culture and human experience appropriation, however, as operative intentionality, it give special form to the will of creation, rupture and awareness, that livens the conscious and free person. (SÉRGIO, 1995).

The great interest of certain population layers for body activities in the last few years generated favorable conditions for reflection in that area, and also, increased the necessity to find a more human sense for our physical culture. The fact that people are more interested on the subject is a clear sign that in the historical span of our culture, the moment to start a serious rethinking the body problem has begun. (MEDINA, 2005).

With the tireless exploration of the human body, by industries or media, the human being has been losing its autonomy and has become enslaved by the dominant capitalist system. According to Dantas (2005) the conception of a strong healthy body, therefore productive and useful for the society has led to the practice of bodily activities in a hygienist, biologizing and militarizing form. To sum up, in an oppressor body and an oppressed body.

For Benghi and Zoboli (2004, p. 35), "with the intent of preparing the body to render physically and financially and satisfy interest of groups that sustain a higher acquisition Power is that PE has gained space in the society."

Shapen, adore and take care of the body has become fashionable. Many steps were taken and goods made available. From this we see the appearance of several sport and leisure "supports" such as coats, shirts, sneakers, energy medicines, natural food, specialized magazines and a greater space in the media, gyms, dissemination of the most exotic practices and even the increase of the PE graduation courses. Suddenly it is necessary to take care of the body, eliminate the excess of body fat, to improve the looks. It is necessary to compete. It is necessary above all, to win. Win in sport and in life. (MEDINA, 2005).

Facing this Picture of anxiety and desires, the human being gets more and more exposed, and the levels of psychological illnesses like depression and stress increase gradually.

Physical exercise is fundamental for human health at all ages. It is the role of the PE professional as well as every health field professional to make knowledge available for the general population, and the importance of the physical practice for the maintenance and obtaining of health in the wholeness of its meaning, being that in the psychological, bodily, spiritual, political and social. (BENGHI e ZOBOLI, 2004).

For Sérgio (2001, p. 130), "health does not get confused with the absence of illness, but with a perfect balance amongst all the vital and human processes.

The human being is very complex to be looked at with only a physiological point of view. According to Sérgio (2003), human motivity, that is, the body in act is a space where flesh, blood, desire, pleasure, passion, rebellion, emotions and feeling of the most varied types surface.

The combination of diverse physical, psychological and cultural factors influence people's health in the most varied ages and social positions. So that health and QL promotion works, professionals from human and/or biological areas must work together in an interdisciplinary way in order to fully comprehend people in their wholeness. (BENGHI e ZOBOLI, 2004).

Motivity invokes human complexity (body/mind/soul/nature/society) not only in the motor development but in the wholeness of its development (BARRETO, 2009 e 2010). Human motivity is state and process because from it a genetic code comes up, a biochemical strategy, a nervous system and also cultural and learning factors. (SÉRGIO, 1995).

According to Tojal (2005, p. 57)

Human motivity is the virtual place for action of a being that pursuits transcendence – understood as a desire to surpass, overcome or overcome itself, linked to the operative intentionality of the individual as a conductor of its own history – as the ultimate meaning for life. Thus, this intentional movement towards to more-being is visible in sports, dance, ergonomics and therapeutic motivity, prioritizing motor behaviors significantly lived and that belong to the beings bodily culture, always serving as a process for instruction or education, allowing it to build the structures and models by its own will, even if sometimes taken by generalizing moments in the search of an exaggerated rendering.

Self-body is an indiscernible involvement from the interior and exterior, opened to the world by an operative intentionality, by a knowledge defined by the situating of the body facing a task, not by its position objectively set in relation to other positions or exterior coordinates. This operative intentionality is not an act, but an ontological status the natural and pre-indicative unity of the world and of our lives is constituted; unit that appears in our desires, in our longings, in our landscapes, more clearly than in our objective thinking. It is a motor intentionality, not synonym of mechanical adaptation to the world spectacle.

(SÉRGIO, 1989).

For Tojal (2005, p. 57):

The Physical Education Professional must be able to identify that, by transcendence or overcoming, man becomes subject and not object of history and, therefore, the relations to be restored by this Professional must privilege, in the biological level, attention, structure, functioning and the possibilities of the individual's body; in the social level, the society dynamics, cultural inheritance structure condition and the society's value system in the sense of individual efficiency; in nature, the different possibilities of creation and adaptation to a certain culture regarding the environment and the climate, finally, this professional must know the possibilities in man's development, the physical conditions and different unexpected situations.

When we talk about body, the idea that body opposes to mind or soul still prevails. Such vision represents a perception error that harms the comprehension of a human being. (MEDINA, 2005 e ZOBOLI, 2007).

The Physical Education professional must be alert to the human being's needs and desires, not aiming only to a superficial healthy image, but providing support to an infinity of needs, those being bodily, mental or spiritual needs. According to Benghi and Zoboli (2004), the art of moving the body does not limit itself to body aesthetical reasons.

That way, it seems to be reasonable that the PE professional nowadays assumes an important function in elucidating the benefits of physical activities and how they can promote health and quality of life not only body aesthetics. That requires from the formation agencies' part, an effort in the sense of funding the epistemological and ontological basis of human motivity for beyond body techniques.

FINAL CONSIDERATIONS AND RECOMMENDATIONS

In the last few years, there has been a lot of talking towards health and quality of life. The health definition has suffered severe alterations in the last few decades, as previous to that, it was understood only as the absence of illness.

Recently this theme has gone through some alterations and health can be defined now in a broader way, to include a physical, mental and even spiritual well being, as shown by the recent psychoneuroimmunology researches.

The concept of QL is also target in many discussions nowadays, once it changes from person to person according to each one's needs.

The PE challenge is to set a committed practice to promoting health and quality of life. These practices are leaning towards qualification of the being, many times with a simply physiological perspective of the human organism.

Since people's health can depend on the combination of diverse physical, cultural and spiritual factors, human motivity can allow an inclusive practice, not only related to a good body performance but also evoking human complexity to the totality of its development.

Facing these considerations, it is important to stimulate the discussion in PE of theories and practices truly committed with health and quality of life improvements. Within the differences in every person and in the frenetic and demanding life from today's world, a more critical vision of work and corporeity has been seek, giving support to bodily, psychological and spiritual needs of the human being, which also gives support to psychoneuroimmunology criteria.

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HUMAN MOTIVITY AS REFERENCE FOR HEALTH AND QUALITY OF LIFE**ABSTRACT**

Nowadays, studies regarding health and quality of life represent great relevance for both people within the health field and general population. The present article's objective is to approach questions regarding health and quality of life from the human motivity paradigm. It helps physical education to better comprehend the human wholeness thus promote practices committed to the general population health. The method employed was a bibliographical research on university libraries and websites such as SCIELO and Google Scholar from the human motivity, health and quality of life terms. This research shows the human motivity importance in health-related matters, and how it adds value to the human condition wholeness.

KEYWORDS: human motivity, health, quality of life.

LA CINÉTIQUE DE L'HOMME COMME RÉFÉRENCE POUR LA SANTÉ ET LA QUALITÉ DE VIE**RÉSUMÉ**

Aujourd'hui, les études portant sur la santé et la qualité de la vie sont d'une grande importance à la fois à des personnes liées à la santé et pour la population générale. Cet article vise à aborder les questions liées à la santé et la qualité de vie basée sur le paradigme du mouvement humain. Ce travail est justifié par le fait que l'éducation physique pour aider à mieux comprendre l'humain tout entier et de promouvoir ainsi une pratique engagée à la santé de la population en général. La méthode utilisée était une revue de littérature effectuée dans les bibliothèques universitaires et des sites comme Google Scholar et SCIELO des termes de l'activité physique, santé et qualité de vie. Cette recherche montre l'importance du mouvement de l'homme dans les questions de santé, et comment elle les valeurs de la condition humaine dans son intégralité.

Mots-clés: mouvement humain, la santé, la qualité de vie.

LA MOTRICIDAD HUMANA COMO REFERENCIAL DE SAÚDE E QUALIDADE DE VIDA**RESUMEN**

Los estudios relacionados con la salud y la calidad de vida son de grande importancia para las personas que se relacionan con el sector de la salud y para población en los días actuales. Este artículo tiene como objetivo abordar las cuestiones relacionadas con la salud y la calidad de vida se apoyando en el paradigma de la motricidad humana. Este trabajo pretende apoyar la Educación Física en una mejor comprensión de la totalidad humana y de esa forma estimular una práctica comprometida con la salud de la población en general. El método utilizado fue el de la investigación bibliográfica realizada en bibliotecas universitarias y sitios como SCIELO y Google Académico llevando en cuenta los términos Motricidad Humana, Salud y Calidad de Vida. La investigación nos muestra de la importancia de la motricidad humana en las cuestiones relacionadas con la salud y como esta valoriza la condición humana en su totalidad.

PALABRAS CLAVES: motricidade humana, saúde, qualidade de vida.

A MOTRICIDADE HUMANA COMO REFERENCIAL DE SAÚDE E QUALIDADE DE VIDA**RESUMO**

Nos dias atuais, os estudos envolvendo saúde e qualidade de vida são de grande relevância tanto para pessoas relacionadas à área da saúde quanto para a população em geral. O presente artigo tem como objetivo abordar as questões relacionadas à saúde e qualidade de vida partindo do paradigma da motricidade humana. Este trabalho justifica-se pelo fato de auxiliar a Educação Física a compreender melhor a totalidade humana e assim promover uma prática comprometida com a saúde da população em geral. O método utilizado foi o de levantamento bibliográfico realizado em bibliotecas universitárias e sites como SCIELO e Google Acadêmico a partir dos termos Motricidade Humana, Saúde e Qualidade de Vida. A presente pesquisa nos mostra a importância da motricidade humana nas questões relacionadas à saúde, e como esta valoriza a condição humana na sua totalidade.

PALAVRAS-CHAVE: motricidade humana, saúde, qualidade de vida.