

143 - SCHOOL PHYSICAL EDUCATION AND HEALTH: CLIPPINGS CONCEPTUAL.

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1. INTRODUCTION

Debate, discuss and understand, in physical education classes, health aspects, should be something common among schoolchildren and university teachers of Physical Education and teachers in higher education. However observe that there is an enormous timidity on the participation of experts in the area.

Physical Education follows the biomedical model, which in turn, considers the Cartesian paradigm as its guideline. Discipline, in its origin, biological bodies idealized form sought by the thought higienista¹, rested in eugenics and had an orientation of military discipline and control of bio-political bodies (Foucault, 1999), with the goal of serving the homeland and not encourage critical consciousness.

Costa e Venâncio (2004) that comprise a part of physical education teachers despise the critical position on ethical and health and promotes physical activity just in order to transform the body into an athletic ideal to match the calls of the media.

The offer of discipline in public and private schools should be being used as a means of promotion and health education, since that would reach all students, from more privileged classes to the lowest.

We intend to seek answers in this article about how it is the dominant thought in the area in relation to health while the content of physical education through a literature search. In this research, data collection was conducted through a literature search.

2. CONCEPTIONS OF HEALTH IN PHYSICAL EDUCATION

Authors such as Guedes and Guedes (1993) defend the proposition that the Physical Education needs, in his pedagogical proposal, be directed into new directions, in the case, to education and health promotion in school areas. In this sense, the discipline must overcome technical and biological roots, only directed to development of sport skills and athletic, and include its contents in the health theme.

The theory of Guedes and Guedes (1993), called for Renewed Health by Darido and Rangel (2005), has excellent contributions to Education Physics in foster knowledge about physical activity and the final positioning of stimulating an active life, even after school age. All these aspects are favorable in the minds of authors. However, thinking of health in the collective perspective, with all its social, we see the lack of debates in the theory of the authors on feeding, housing, education, income, environment, labor, transportation, employment, recreation, freedom, access and land tenure and access to health services.

Rocha and Centurião (2007) claim that the disease-centered thinking leads to a notion of just health on organic aspects. Thus, if we think of physical education as a remedy only for physical inactivity and obesity, a physical education will be thinking only concerned with the organic aspects.

The same authors explain that too much importance to scientific principles in health care has led to a focused attention on the disease. Individual, community and educational aspects are left to default. Thus we see in Guedes and Guedes (1993) a preoccupation with the causes and effects on health-physical activity relationship, and on other hand, a low importance to social and collective as part of human health.

Bagrichevsky (2007) also criticizes the relationship between physical activity - as the only health concern of Physical Education. The author notes that, during the early 80's, discussing physical fitness meant to worry about health. Other authors express concern about the unquestioned axiom of Physical Education: Physical activity is health. Ceccim and Bilbio (2007) reported that physical education was considered by the positivist cause-effect relationship between exercise and health, where the lack of physical activity is considered the cause of disease and its application to restoration of health.

Miranda (2006) calls attention to the fact that Physical Education has a great opportunity to provide an understanding of health to all, it is the only place where children, regardless of their class, color, creed, sex, technical skills and performance engine, perform physical activities and thus should be directed to the understanding of health and healthy habits.

Maitino (1998) recommends that physical education at school must have as its main objective the inclusion of physical activity related to health and understanding of it, or attain the objective of providing students with independence as its activities beyond the understanding of health.

Guedes (1999) provides a critique of traditional physical education. For the author the purpose of discipline should focus on theoretical and practice that could lead students to incorporate knowledge of health-related physical activity and thus the practice would lead to a healthier lifestyle not only during childhood and adolescence, but also in adulthood.

Many aspects of the school and the students' own development in favor during school physical education to provide an understanding of health. Miranda (2006) argues that the curiosities of students with their own bodies and the discovery of body possibilities favoring receptivity to health information.

To Sleep (1990), the Physical Education is the best place for the promotion and health education. For the same, it is unlikely that the goals of discipline are not only promote awareness of the health.

Thus it is observed that the physical education teacher, protecting their right to freedom of planning, should assert their training, healthcare, and resort to actions that support themes of health education at the classroom.

3. PHYSICAL EDUCATION: HEALTH PROMOTION AND HEALTH IN BODY CULTURE?

Rodrigues (2000) determines the existence of two approaches in school physical education for understanding health, and, furthermore, criticizes the two. This is the Promotion of Health and Body Culture.

Health promotion is influenced by biologicism or hygiene, and aims to systematize the learning of content related to quality of life, incorporating habits of physical activity throughout life. With the practice of school physical education students is intended to raise awareness of the importance of adopting an active lifestyle. In this approach, the criticism of Rodrigues (2000) refers to the relationship of physical activity - health, as if this relationship was the sole purpose of Physical Education in the health issue.

The Body Culture is represented by the model-historical-dialectic materialism and pursuit of learning, by body language as language. This approach according to Rodrigues (2000) concerning the history of the students, considers culture and society of man as trainers. Through the human body moves, creates forms of language and express their knowledge. Thus the content of school physical education, as the game, dance, sports, gymnastics, fights are identified as content / themes to be developed during the process of teaching and learning. The author cites, Physical Education, under the principles of Body Culture, health is not addressed directly.

The Body Culture encompasses the sporting culture and corporeality. According Zaballa (2002), this is the area that most closely matches the reality of everyday life because the social values and not only the reproduction of scientific methodologies. Thus, we disagree with Rodrigues (2000), and we think that the Body Culture, with all its contents are characteristic of Physical Education, can directly address the health, or the practices, or discussing and reflecting with students from content taught, knowledge of issues related to health.

As for Devide (1996), Physical Education, in relation to health, using two approaches: the promotion and health education and practice of physical activity. For the author both bring positive contributions, but also have limitations.

Health promotion is introduced in Physical Education, primarily through studies of Junior Faria (1991), but are not presented as practical ways to apply its contents in the school, which begins to be presented later, with other authors, including Devide (2002)

As for physical activity related to health, studies of Guedes and Guedes (1993, 1994) attempt to systematize through practical suggestions as to teach the content in physical education classes.

Thus, it is important to bridge the gap that forms between the two methods of understanding of health from the perspective of Physical Education of Devide (1996). You need a narrowing between these methods of discipline may broaden your horizons.

For this purpose, the Physical Education should opt for socially relevant content for students that reflect the health and consider the social and collective (DEVIDE, 2002).

4. CONCLUSIONS REFLECTIVES

From the foregoing discussion as theoretical assumption, we understand that physical education can become an effective means in the acquisition and knowledge about the health of their students (COLETIVO DE AUTORES, 1992).

Issues such as health factors related to physical exercise, lack of public spaces, difficulty of access to leisure, poor working conditions, housing, transportation, education, etc.. (Ferreira, 2001b) should be discussed, thus expanding the discipline's relationship to health, overcoming the barrier of merely physical activities.

We understand that physical education can not be restricted to practice gymnastics, teaching sports techniques and tactics, and developing muscle mass. Do not disbelieve such learning, but the discipline must also turn to favoring the acquisition of conceptual notions of health and quality of life. It should provide an understanding of healthy habits, discuss, reflect, relate and understand situations of collective health.

We conclude positioning ourselves to defend the thesis that physical education should go beyond the individual and biological aspects of their practices and move to a new course as regards public health.

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SCHOOL PHYSICAL EDUCATION AND HEALTH: CLIPPINGS CONCEPTUAL ABSTRACT

Physical education is considered a profession, area of scientific knowledge and discipline of the school curriculum. In this article, the role of physical education and its place in collective health is questioned. To this end we conducted a literature review on the subject. The Physical Education follows the biomedical model, which in turn, considers the Cartesian paradigm as its guideline. This research had as main objective to survey the main concepts of Health as the content of physical education. This is a literature search. Through the study and researches in the area, we make a critique of the dominant thinking in the area, which guides the causal physical activity and health. We concluded that physical education should go beyond the individual and biological aspects of their practices and for a new direction from the collective.

KEYWORDS: Physical Education, Health, School

ÉCOLE L'ÉDUCATION PHYSIQUE ET SANTÉ: DES COUPURES DE CONCEPTUEL. RÉSUMÉ

L'éducation physique est considérée comme une profession, par domaine de la connaissance scientifique et de la discipline du programme scolaire. Dans cet article, le rôle de l'éducation physique et sa place dans la santé collective est mise en doute. À cette fin, nous avons effectué une revue de la littérature sur le sujet. L'éducation physique suit le modèle biomédical, qui à son tour, estime le paradigme cartésien que sa ligne directrice. Cette recherche avait pour objectif principal de l'Enquête sur les principaux concepts de la Santé que le contenu de l'éducation physique. Il s'agit d'une recherche documentaire. Grâce à l'étude et des recherches dans le domaine, nous faisons une critique de la pensée dominante dans la région, qui guide l'activité de causalité physique et la santé. Nous avons conclu que l'éducation physique devrait aller au-delà des aspects individuels et biologiques de leurs pratiques et d'une nouvelle direction du collectif.

MOTS-CLÉS: L'éducation physique, la santé, l'école Mots-clés:

EDUCACIÓN FÍSICA EN LA ESCUELA Y SALUD: RECORTES CONCEPTUAL. RESUMEN

La educación física se considera una profesión, área de conocimiento científico y la disciplina del currículo escolar. En este artículo, el papel de la educación física y su lugar en la salud colectiva se pone en duda. Para este fin se realizó una revisión de la literatura sobre el tema. La Educación Física sigue el modelo biomédico, que a su vez, considera que el paradigma cartesiano como su guía. Esta investigación tuvo como objetivo principal a la encuesta los principales conceptos de la Salud como el contenido de la educación física. Se trata de una búsqueda en la literatura. A través del estudio y las investigaciones en el área, se hace una crítica del pensamiento dominante en la zona, que guía la actividad de causalidad física y la salud. Llegamos a la conclusión de que la educación física debe ir más allá de los aspectos individuales y biológicos de sus prácticas y de una nueva dirección de la colectividad.

PALABRAS CLAVE: Educación Física, Salud, Escuela

EDUCAÇÃO FÍSICA ESCOLAR E SAÚDE: RECORTES CONCEITUAIS. RESUMO

A Educação Física é considerada uma profissão, área de conhecimento científico e uma disciplina do currículo escolar. Neste artigo, o papel da Educação Física Escolar e sua inserção na Saúde Coletiva é questionada. Para tanto realizamos uma revisão da literatura sobre o tema. A Educação Física Escolar segue o modelo biomédico, que por sua vez, considera o paradigma cartesiano como sua diretriz. Esta pesquisa teve como objetivo principal fazer um levantamento dos principais conceitos sobre a Saúde enquanto conteúdo da Educação Física Escolar. Trata-se de uma pesquisa bibliográfica. Através do estudo e pesquisas realizadas na área, realiza-se uma crítica ao pensamento dominante na área, que se norteia na relação causal atividade física-saúde. Conclui-se que a Educação Física deve ultrapassar os aspectos individuais e biológicos de suas práticas e partir para um novo rumo coletivo.

PALAVRAS-CHAVE: Educação Física, Saúde, Escola