

115 - PHYSICAL EDUCATION AS A PLACE FOR DISCUSSION OF THE TOPIC HEALTH: A PROPOSAL FOR CURRICULUM ADAPTACION

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INTRODUCTION

The physical education is presented today as an important tool for the dissemination of knowledge about health and quality of life, not just by the interdependence of these aspects of physical activity, but also the opportunity to deal with young people who require further and better information on issues such as fitness, nutrition, physiological aspects related to physical activity, basic anatomy, supplementation, hygiene, ergonomics and practices to improve the quality of life in general. Almeida et al (2009) explain that the quality of life became the object of study of physical education from the division of training courses in the area, separating bachelor's degree, greatly increasing the number of physical educators who have studied the issue quality of life, previously considered only by professionals in the health field.

Palma (2001) analyzing the relationship Physical Education and Health highlights the importance of three aspects that promote and maintain the existence of this relationship. The historical and social aspect refers to the modulation of the body and the exaltation of the aesthetic, the second aspect examines the socio-economic issue, noting that the most disadvantaged are more vulnerable to diseases not only infectious bacterial, but also chronicles the third aspect is epistemological, from the communication between the sciences (interdisciplinary), it is possible and feasible to increase the production of knowledge. Physical education and health have a historical relationship, with over a long period to the first service of the second. For Junior Faria (1991) students has the opportunity to expand knowledge related to health from the time when they acquire a lifestyle made up of habits. The adherence to this lifestyle, goes further than adhere to regular exercise it is to increase the health status of the individual and his community. It is also worth considering, contained in PCNEM (2000) that prioritizes the development of specific skills, such as the human body functions, concepts of effort, intensity and frequency, bodily practices and body culture.

This study aims at investigating the satisfaction of teachers of IFES and composition curriculum of Physical Education, and the feasibility of insertion of the "Health" and other aspects, the program content. It was possible to analyze based on the opinion of teachers, the feasibility of insertion of the "Health" as part of the syllabus of the subject Physical Education at the Federal Institute of the Holy Spirit.

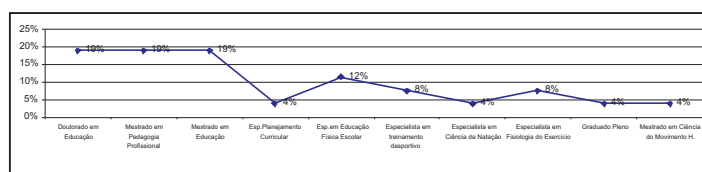
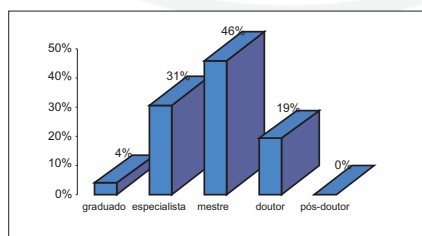
METHODOLOGY

The method used was exploratory (survey) by means of descriptive research. This method allowed the inclusion of exploratory method which included the use of questionnaire. According to Thomas et al. (2007), descriptive research is that concerned with the status, including techniques such as exploratory, case studies and research. Survey is the technique of descriptive research that seeks to determine present practices and opinions of a specified population, may represent a questionnaire, interview or survey instrument. (THOMAS, NELSON, and SILVERMAN, 2007).

The sample consists of 26 physical education teachers, all working within the Network of the Federal Institute of the Holy Spirit. This sample represents 80% of the population. The instrument of data collection is based on a questionnaire with seven questions, two closed-ended questions, an open question and four mixed issues (open and closed), applied to teachers of IFES. The same was applied during the Games Inter-field IFES and aimed to investigate the opinions of teachers regarding satisfaction with the curriculum structure of Physical Education, staff training, the content to be inserted, methods of operation (practical and theoretical), and the possibility of insertion of the "Health" involving topics such as nutrition, first aid basics, exercise physiology, diet, hygiene aspect, supplementation, and anabolic steroids, quality of life, the area of training, anatomy and ergonomics, or other parts.

RESULTS

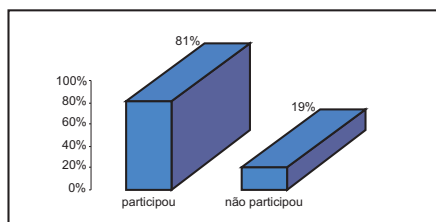
The first inference sought to investigate the level of academic training of teachers of physical education IFES, and the area of knowledge on these levels.



Graph 2 - Distribution of teachers by subject area according to specific training

It is observed that for the academic chart 1, the IFES has a qualified teaching staff, while maintaining a diversity of knowledge areas chart 2, which allows a range of possibilities in building a curriculum capable of reconciling practice of Physical Education with the theoretical framework of any proposed themes.

In the second inference, we investigated the involvement of the faculty of IFES in training activities conducted in the last four years. (Chart 3), as well as their respective areas of expertise.



The result presented shows that 81% of teachers participated in a consultation training course in the last four years. Among the areas of knowledge mentioned, it is worth mentioning: Education, Sports Training and Sports and Bodybuilding. It is worth an analysis in the areas of knowledge, sought by the faculty, demonstrating a significant link for the sport and education, the health, lacking a better understanding about their importance in this age group in the course integrated technical with high school, as they are developed the content of the discipline.

From the time when 100% of teachers said education is a means of promoting "health", the subsequent inference shown in Charts 4 and 5 sought to determine their satisfaction as the curricular structure of the discipline of Physical Education, and the methodology of implementation of the syllabus.

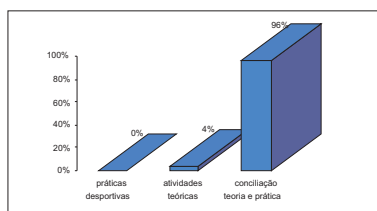


Chart 4 - Opinion regarding teaching methodology

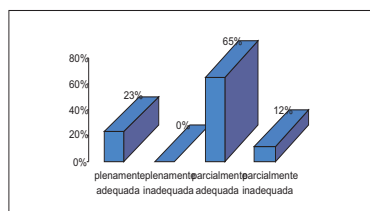


Chart 5 - Reviews on curriculum structure

The results showed that over 65% of the teachers interviewed believe that the curriculum structure of Physical Education is part of IFES appropriate, indicating that in his view, the methodological development should reconcile and sports practice with the course (theoretical activities), an almost unanimous preference. This demonstrates the need to develop proposals to suit the syllabus to the needs of the population in question. As stated Kravchychyn et al. (2008) actions in this direction should be encouraged so that there is breakdown of historical paradigms, integration of effective discipline in education, the development of the discipline and the professional and the significance of what education can improve people's lives.

The inference presented in figure 6, provides for the teachers' opinion on the degree of importance of issues to be worked out in the syllabus of Physical Education of IFES.

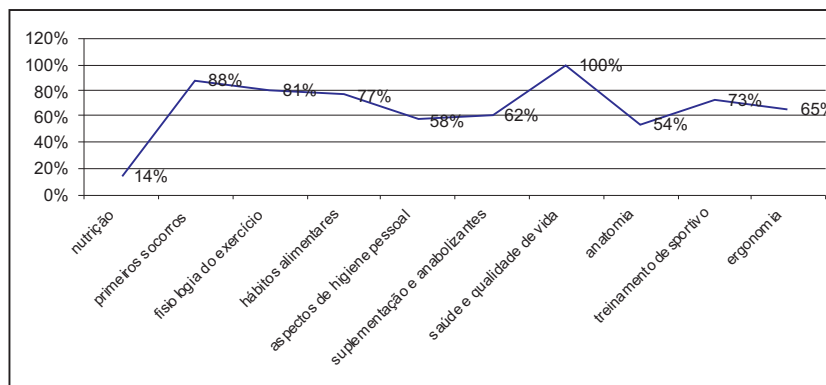


Chart 6 - Ranking of the themes identified by teachers

It is observed that the subjects' health and quality of life, "were cited by 100% of the teachers, and all topics related to the issue of health reached a percentage above 50%. Highlight the indication of 81% of the issue of nutrition, which according Juzwiak et al. (2000) among the many factors that influence the quality of a diet, the quantity and the quality of the meals must be in accordance with the age of individuals. In research conducted by the author, it was found that in the case of adolescents eating snacks instead of meals is of the order of about 20%.

CONCLUSION

From the results presented, we conclude that the teachers of Physical Education, have partially satisfied with the curriculum structure that guide its programmatic content, if necessary making a wide-ranging discussion, which may make proposals to enhance the development of activities, going against the wishes of students and better compliance with the Vocational Education.

Important to note that nowadays with the Physical Education, considered as the field of health sciences, there is a need for training of teachers in this area so that they can change the technical concepts that underpin the curriculum. This study aimed to investigate the feasibility of inserting the subject of health in the syllabus of Physical Education, which was confirmed in the search results, where in addition to the wide acceptance of teachers with the theme, was demonstrated by their reviews the importance of the development of related topics.

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PHYSICAL EDUCATION AS A PLACE FOR DISCUSSION OF THE TOPIC HEALTH: A PROPOSAL FOR CURRICULUM ADPTACION

ABSTRACT

The recent changes in Brazilian education, specifically targeted to high school, has required educators increasingly address the issue of interdisciplinarity. In the case of Physical Education, the challenge becomes greater by the existence of a paradigm that makes the teaching of this course is primarily aimed at sports or physical exercise. The aim of this paper is based on the topics of health and quality of life, propose changes in program content achievable Physical Education IFES. The proposed adjustment of the curriculum covered two phases, one to investigate the satisfaction of teachers of Physical Education of IFES, and the curricular structure of the discipline and at another time to verify the acceptance of this theme of "health" in the syllabus. The results show that over 65% of teachers are partially satisfied with the curriculum structure of discipline and 100% approved the inclusion of health in their subject content through a practical approach - theoretical.

KEY-WORDS: Health - Curriculum - Physical Education

L'EDUCATION PHYSIQUE COMME UN LIEU DE DISCUSSION DE LA SANTE SUJET: UNE PROPOSITION DE CURRICULUM ADAPTAÇÃO

RÉSUMÉ

Les récents changements dans l'éducation au Brésil, plus particulièrement ciblée à l'école secondaire, a demandé aux éducateurs adresse de plus en plus la question de l'interdisciplinarité. Dans le cas de l'éducation physique, le défi devient plus grand par l'existence d'un paradigme qui rend l'enseignement de cette discipline est principalement concentré sur les sports ou l'exercice physique. L'objectif de ce document est basée sur les thèmes de la santé et la qualité de vie, proposer des changements dans le contenu des programmes réalisables éducation physique IFES. L'ajustement proposé du programme d'études portaient sur deux phases, l'une pour enquêter sur la satisfaction des enseignants d'éducation physique de l'IFES, et la structure curriculaire de la discipline et à un autre moment pour vérifier l'acceptation de ce thème de la «santé» dans le syllabus. Les résultats montrent que plus de 65% des enseignants sont en partie satisfaits de la structure du curriculum de la discipline et 100% approuvé l'inclusion de la santé dans leur contenu sujet à travers une approche pratique - théorique.

MOTS-CLÉS: Santé - Curriculum - Éducation physique

LA EDUCACION FISICA COMO UN LUGAR PARA EL DEBATE DE LA SALUD TEMA: UNA PROPUESTA DE PLAN DE ESTUDIOS ADAPTACIÓN

RESUMEN

Los recientes cambios en la educación brasileña, específicamente a la escuela secundaria, ha obligado a los educadores cada vez más abordar la cuestión de la interdisciplinaria. En el caso de la Educación Física, el reto es mayor por la existencia de un paradigma que hace que la enseñanza de esta disciplina está destinado principalmente a deportes o ejercicio físico. El objetivo de este documento se basa en los temas de la salud y la calidad de vida, proponer cambios en el contenido del programa de Educación Física alcanzables IFES. La propuesta de ajuste del plan de estudios abarca dos fases, una para investigar la satisfacción de los profesores de Educación Física de IFES, y la estructura curricular de la disciplina y en otro momento para comprobar la aceptación de este tema de la "salud" en el plan de estudios. Los resultados muestran que más del 65% de los maestros son parcialmente satisfecho con la estructura curricular de la disciplina y el 100% aprobó la inclusión de la

salud en sus contenidos a través de un enfoque práctico - teórico.

PALABRAS CLAVE: Salud - Curriculum - Educación Física

A EDUCAÇÃO FÍSICA COMO ESPAÇO PARA A DISCUSSÃO DO TEMA SAÚDE: UMA PROPOSTA DE ADPTAÇÃO CURRICULAR

RESUMO

As recentes mudanças na educação brasileira, especificamente direcionadas ao Ensino Médio, têm exigido dos educadores cada vez mais, trabalhar a questão da interdisciplinaridade. No caso da Educação Física, esse desafio se torna maior pela existência de um paradigma que faz com que o ensino dessa disciplina seja essencialmente voltado à prática desportiva ou mesmo de exercício físico. O objetivo desse artigo é com base nos temas saúde e qualidade de vida, propor adaptações realizáveis nos conteúdos programáticos da Educação Física do IFES. A proposta de adaptação da estrutura curricular abrangeu duas fases, uma no sentido de investigar a satisfação dos docentes de Educação Física do IFES, quanto a estrutura curricular da disciplina e em outro momento verificar a aceitação da inserção do tema "saúde", nos conteúdos programáticos. Os resultados apontam que mais de 65% dos docentes, estão parcialmente satisfeitos, com a estrutura curricular da disciplina e 100% aprova a inserção do tema saúde em seus conteúdos através de uma metodologia prático – teórica.

PALAVRAS-CHAVE: Saúde – Currículo – Educação Física

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