52 - PERSPECTIVES OF THE HUMAN BEING MOTRICITY IN BRAZIL - IN CURRICULAR GUIDELINES, IN THE PROGRAMS OF PROFESSIONAL FORMATION AND IN THE RELATIONS AND ACTIONS IN HEALTH

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Approaching questions that involve the Human being Motricity always constitutes a seductive and instigating mission, mainly because this represents a paradigmatic change that is still processesed in the scope of the profession called Physical Education.

Therefore, I consider that the initial step must be to clarify, define and justify what it is and how is understood the Human being Motricity, aiming to make it possible that anyone who is interested in this thematic can follow it, in the different actions developed in the health area as well as in the discussions that occured when trying to justify its insertion as a specific knowledge, in the National Curricular Guidelines established for the National Advice of Education, that serves as an orientation to the development of the professionals formation of Physical Education in Brazil.

To initiate this explanation on what it is, I understand that is initially necessary to consider, as made by Tojal (2004 - p well.153) that; "the thesis on the Science of the Human being Motricity was presented for the first time in public tests in the doctorate of the philosopher and university professor Manuel Sergio Vieira and Cunha, in June,1986, in the Superior Institute of Physical Education - ISEF - known today as the College of Human being Motricity - FMH of the Technique University of Lisbon - Portugal ".It is perceived with certain tranquillity, that this is a recent knowledge and that it needs refutation attempts as a theory, so that in the future it can be considered as a new science.

Thus, intending to establish a better communication about the Human being Motricity, I use the words of Manuel Sergio, who defined in his thesis that the Science of the Human being Motricity is the science of understanding and the explanation of motor behaviors and, therefore, as all scientific knowledge, is also a theory. Carefully observing the construction of this affirmation made for the Portuguese Philosopher, it can be considered, as did Tojal (1994, p. 96) as follows: "All motor behavior inaugurates a direction, through the body ", agreeing with Manuel Sergio, that the Human being Motricity emerges from the corporeity as a signal of who is in the world for some thing, that is, as a signal of a project, and so the man is present in the space and history, with the body, in the body, since the body and through the body, since there is no basically difference between motricity and corporeity, once both are part of the biological complexity of the human being (cfr. Tojal, 2004 - p. 153-154).

The Human being Motricity, according to what asserts Manuel Sergio (1986), represents the vocation of the man opening himself to the others and the world, functioning in certain direction, as provocation (pro-vocation) that frees him from solitude and inserts him in the plan of the convivence. It is also the truth of the perception, considering that: " I am not ahead of my body, I am in my body, I am my body "(cfr.Sergio, 1986 - p.11). Understood and considered this way, the Human being Motricity suggests the development of the structures that form the central nervous system; it regulates, executes and integrates the behavior; it translates the appropriation of the culture and the experience of the human being, conferring a different view to the project, in which the human being is not only made of reason, but also of imagination.

It is asserted that the motricity while vocation and provocation is, in certain way, not only "being" as "having" the development, configuring: the being, since it assumes that who is more intentionally in motion is trying to be more, and having, since it means to have in me, to be able to use me or to serve me of, being; thus, the motricity guarantees the revealing and communicative dynamism of the conquest of being more, of direction creation, a time that to nobody is possible ' to be ' without ' having ' (cfr. Tojal, 2004 - p. 154).

Thus, the Portuguese Philosopher Manuel Sergio defends that the Human being Motricity, which considers while new Science, the Science of the intentional movement of the personalization in relation to the transcendence, or either, the man itself putting into motion with sense and content - the content of the desire and the direction of the transcendence - therefore, all the existence of the human being is a succession of overcomings, transcendences in direction to the more-being, to the completude, that is, to its absolute one. Thus, the motricity can be concluded, as Manuel Sergio considers, as making it possible to surpass and/or to surpass itself.

In a chapter of his book, Tojal (2004 - p.155), dealing with the changing from the Physical Education for the Human being Motricity, clarifies that when developing an epistemological analysis of the activities which involve the professionals of Physical Education, is the Motricity that it searchs to base them, as well as in the Sport and not the opposite, since the Physical Education lacks the basic statements that establish the landmarks, what has occurred from biomedical and pedagogic disciplines, that according to Star (1992, p. 11), does not also possess an authentic scientific statute.

So, it is possible to understand the Human Motricity as being the scientific radical where it is based the sport, the dances, the gymnastics, the ergonomics, the whitewashing, yoga, the fights, the arts martial, the capoeira and others. Thus, it is evident that in the Human being Motricity, the physical is not denied but there is also the social and politician view and everything that the Complexity of the Human being composes, what means that it should always take in consideration the different structures involved in each one of the actions: body/desire/mind/nature/society in close and constant dialectic, observed the originary experience of the citizen through which the history of its behaviors also emerges, given that there is no experience lived without the intersubjectivity that the practice assumes. Therefore, this practice opens a world of possibilities and the Human Motricity being shows an incomparable, specific creativity of human being that promotes culture.

Manuel Sergio (1995) declares that, the man is a being full of needs and, as such, a being that can only live if acts, and therefore a being that aims to always act to be more, what represents his capacity and possibility of transcendence.

So, the Human Motricity being represents the proper individual, in the search of overcoming what is interesting, aiming to reach its absolute one, that belongs to no one else.

Trying to make operational all the knowledge and emanated proposals of the Human being Motricity, in Brazil, establishing necessary and indispensable quarrels for the construction of National Curricular Guideline for the Programs of Graduation (Bacharelors) in Physical Education, understanding Bachelor as the professional "that received in an academy or university the first degree to achieve the doctor level; and in Brazil, currently, the one that gets a certificate in a college - bachelor in law, Economy, Philosophy, etc "(cfr. Michaelis 2000 - 2v, p. 281), a lot was discussed about significant questions, however, the epistemological boarding was always harmed, due to the determinism of groups that were responsible for the maintenance of the

concepts they were already used to deal with.

At this moment, it is appropriate to highlight an analysis proceeded by the Philosopher Manuel Sergio, on the conditions of the necessity that the resistance is overcome everytime that there is an intention to argue about the problematic that involves the scientific knowledge:

"All the scientific statement, all the internal joint of the problems that constitute one problematic cannot be ranked to the edge of a context, since the paradigm seems to express itself really connected to the spirit "(Sergio, 1988, p. 140 - cited for Tojal, 1994, p. 93).

Thus, I consider that the history of the National Curricular Guidelines construction for the Physical Education might to be told, in order to understand in a clear and definitive manner what are the conditions of the content presented.

The Law 9394/96, Law of National Guideline Education - LDB, determines, in interpolated proposition II of the Art. 53, at the moment that disserts about the university autonomy, that is a responsibility of the Universities: "to fix the resumes of their courses and programs, observing the general lines of direction pertinent ". It is important, however, that it is observed that the Law 4.024/61, in paragraph "c" of the 2º paragraph of the Art. 9º, in revision and new writing given for the Law 9.131/95, defines that is a responsibility of the Chamber of Superior Education of the National Advice of Education - CES/CNE - "to deliberate on the curricular lines of proposed by the Ministry of the Education, for the graduation courses. It is ibserved that both laws analyze the same lines of direction, with distinct denominations.

Thus, the background CES/CNE 583/01clearly presents this interpretation: "it is important not to confuse the lines of direction that are mandatory orientations, even to the universities, (LDB, Art. 53) and it complements: "In the exercise of their autonomy, it is assured to the university the following attributions: I.....II - to fix the resumes of their courses and programs, observed the general lines of direction pertinent..."With parameters or curricular standards - Standard - that are detailed and not obligatory curricular references "(Cfr. Lesson Guide - Course on the new regulations for the formation of professors of Basic education in superior level - BScs, developed by the Consae - Consultory of Educational subjects (2002). Understood, therefore, Curricular lines of direction for the graduation courses in any area in Brazil as basic orientations for the preparation of the future professional, I begin to develop this problematic herein, since the Physical Education profession - denomination as is still known in the Brazilian society - is in the group that prepare its professionals through Superior education, being them Bachelor - professional of Physical Education, or graduated - Professional that acts as Teacher on Basic Education (Course of BSc).

After the Law 9394/96, some alterations had occurred in this process and the CNE started to adopt differentiated procedures and lines of direction for these two professional sources. Regarding BSc, the Council, defined through Resolution CNE/CP 1, of 09/30/99 - I DOU of 10/07/99, section I - p. 50, based in backgrounds CNE/CP 09 and 27/2001, using the sub-item 2.4, he preparation of professors for Basic Education must be carried as an autonomous process, in a course of BSc, in a structure with proper identity.The Decree nº 3.276, of December,06,1999, in the paragraph 4º of the Art. 3º, defines: "the formation of professors for the performance in specific fields of knowledge will be done in BSc courses, being the qualified ones able to act in the education of the specialty studied, in any stage of the Basic Education ".

Therefore, the CNE defined the rules for all and any BSc, it means, the preparation of the Professor for Education Basic, in superior level, must be given through the Course of BSc, according to the Resolution CNE/CP 1, of 18 of February of 2002, published in the Federal official gazette, of 04 of March of 2002, in section 1, p. 8. that established the National Curricular Guidelines for this formation, that the course must be finished - according to the Resolution CNE/CP 2 of 19 of February of 2002, published in the same date as DOU, p. 3 - in at the very least 03 (three) school years e that it must occur through the development of a minimum load of 2.800 hours - important to highlight that they are clock-hours - Decision CNE/CES 575/2001, that determines that: "hour is a period of 60 (sixty) minutes" while lesson - hour adjusted in working agreements, says respect exclusively to the value wage-lesson, not interfering in the organization and functioning of the superior education courses (cfr. background CNE/CES 0108/2003, p. 16, of 07 of May of 2003).

It is still, then, to establish the definition of the legal and orientative parameters for the preparation of Physical Education Bachelors.

It is necessary to mention that in an action of the Federal Advice of Physical Education - CONFEF, since the I National Fórum of the Controllers of the Institutions of Superior Education - SEI of Physical Education, in the City of Belo Horizonte in 2000, in which 85% of the coordinators of all the Superior Education Institutes of the country were present, this subject has been debated e organized. In the Regional Forum realized in 2001,proposals were created and had been addressed to the Reporter of Background, who considered them interesting and ableto be inserted in the background.

Background CNE/CES 0138/02 was homologated and published in Federal official gazette - DOU nº 80 - section I of 26 of April of 2004, being the specific Resolution argued, approved and published. However, this was not a real fact, since some other situations had occurred, as: Difficulties in the decision of the CNE/CES about the minimum load and the duration of the health area graduation Courses, in which the Physical Education is inserted, in agreement to the Resolution CNS nº 218 of 06 of March of 1997; Political action of some component of the Federal Public Agency, for politics reason, together with former integrants of the Specialist Commission of SESu/MEC - COESP/EF, who understood that the proposal of Curricular guidelines for the Physical Education, by them elaborated and sent to analysis of the Reporter had not been considered, and thus they aimed to undestimate the recommendations made for the background CNE/CES 0138/02, built for whom really withhold the responsibility for the development of the preparation, in that case, the controllers of the IES.

In this background, it was presented in item 1, that deals with the Profile of the graduated/ professional , that:

"the people Graduated on Physical Education, with generalist, humanist, critical, reflexivea and qualified formation for the professional exercise based on the scientific and intellectual accuracy, and following an ethical principle, must to be formed to study, to search, clarify and to academically and professionally intervine in the specific and cultural context and from technical, scientific e cultural knowledge, in order to take care of the different manifestations and expressions of Physical activity/Human Movement "(p.3).

The description of the professional profile complements this item, approaching the field of performance question, declaring that:

"It is broad in the services to society in the Physical Education area, in its several forms of manifestations in the scope of the intentional human movement culture, through the physics, sportive and similar activities, being them formal or informal, such as: martial gymnastics, sport, games, dances, fights, arts, physical exercises, among others "(p.3).

After some come and goings of the background inside the CNE, and for an action of the head of the cabinet of the Secretariat of Superior Education - SESu/MEC, it was created through the Document nº 1958 of 21/07/2003 - published in the DOU - section 2, p. 7, of the State Education Ministry, a Commission of Specialists in Physical Education, with the objective to analyze and consider reformularizations regarding the conceptual premises of the constant abilities of the prescriptive roll of the background CNE/CES nº 0138/2002.

This Commission, composed by two representatives of the Physical Education area in the SESu, by a representative of the Commission of specialists in Physical Education of the INEP, by a representative of the CONFEF/CREFs system and by an indicated university professor, had congregated and due to some disagreements on conceptual and epistemological questions, the works had that to be followed by an external member, indicated by the Institutions Controllers Advice of the Superior education in Physical Education in Brazil - CONDIESEF - BR, since decisions on questions pertinent to epistemology and other conceptualizations would probably be determined through voting without, however, being achieved an agreement.

Once the first part of the background proposal is organized, it was carried out, in the the Federal University of Minas Gerais - UFMG, in Belo Horizonte, in the days 10 and 11 of November of 2003, a Commission meeting, that had the participation of directors of the IES; Specialists in different areas of performance in the professional field from several Universities and the Presidency of the Regional Advice of Physical Education of the 6ª Region - CREF 6, in which the final proposal on the Curricular Guidelines for the preparation of Bachelors in Physical Education was organized and approved.

In this proposal, all the indications that the Human Motricity should be part of the necessary knowledge to a Professional of Physical Education, as consisted in the Background CNE/CES 0138/02, had been removed, for decision of the participants whom had opted for the Human being movement, but I think it is important to relate them forward, in the same way they were listed in the background.

Thus, when dealing with abilities and specific abilities, it consisted in the background CNE/CES 0138/02, that the Graduated on Physical education must:

"Have solid formation in the areas of knowledge that form the identity of the course, that enables him to understand, analyze, transmit and applicate the knowledge about Physics Activity/ Human being Motricity /Human Movement and the professional exercise in Physical Education with abilities learned on the relations with the practical research and the social one;

Take as responsibility to spread and to apply theoretical and practical knowledge on the Human being Motricity /Physical Activity/Human Movement, analyzing these meanings in the dynamic relation between the human being and the environment;

To be expert on diverse manifestations and expressions of the Physical Activity/Human Movement/ Human being Motricity present in the society, considering the hystoric-cultural context, the regional characteristics and different interests and needs identified in the professional field…;

To dominate a set of technical-instrumental and politicosocial abilities, in dimensions that privilege knowing, knowing to learn, knowing to think, knowing to make, knowing to coexist and knowing to be, to act in the fields identified with the different manifestations and expressions of the Physical Activity/Human Movement / Human being Motricity "Cfr. background 0138/02 CNE/CES - p.5).

Aiming to finish this description on the National Curricular lines for the formation of bachelors in Physical Education, I want to highlight what I understand as a significant mistake, since it was taken the possibility of development of knowledge on the Human being Motricity, without at least trying to discuss the epistemological question that involves it. However, I declare that I consider that this withdrawal was beneficial, since its maintenance with no understanding of what it is, how it is developed and how it can be operated, mainly in the composition of the program of the Physical Education Graduation Courses, it would certainly be abandoned, placed in the ostracism, as well as previously occurred, in the Physical Education, in relation to the Bachelor, as established through the Resolution CFE 03/87.

Trying contribute for the epistemological questions understanding, the Federal Advice of Physical Education - CONFEF, published in 2002, the document that deals with the Intervention of the Professional of Physical Education, through which there is a tentative to spread in the professional category of Brazilian Physical Education, which are the concepts within which the terms must be used: Physical activity, Physical Exercise e Sport/Sport.

Thus, I transcribe the term that interests in this work, it means, Physical Activity.

"Physical Activity is all voluntary corporal movement of the human being, which results in energy expense above of the levels of leisure, characterized for the daily activity and for physical exercises. It is about inherent behavior to the human being with biological and socio-cultural characteristics "(Confef - 2002, heading VI).

This document also tried to define how the physical activity must be considered in the interventions scope of the Professional of Physical education.

The physical activity puts together the totality of corporal movements executed in the context of diverse practical: physical gymnasticses, exercises, sports, games, fights, martial capoeira, arts, rhythmic, expressive dances, activities e acrobatic, leisure, recreation, whitewashing, ergonomics, relaxation corporal, ioga, compensatory exercises to the labor activity and other corporal practices. "(cfr. Confef.2002, heading VI).

Therefore, from the concepts on knowledge mentioned in that background of the CNE - Physical Activity/ Human being Motricity /Human Movement - we must identify what is understood by Human Movement, something that demonstrates the existence of differences to the previous concepts, it means, the Human being Motricity and the Physical Activity, since it has already been defined, by the analysis of the two first ones, that they are not identical or similar, and that in view of this it is not justified the use of bar (/), that means equal.

Since the choice of the knowledge to be used in the identification, justification, and formation processes in the Brazilian Physical Education - once it was really chosen and not defined through any epistemological analysis - fell over the Human Movement, I consider of utmost importance to identify the concept presented. Thus, it is considered that: "Human Movement is the systemize sequence of physical exercises, defined from an objective, established from outside to inside, that is, independent of individual itself, once it is imposed according to a program developed with specific objectives to be aimed ".

It is possible to see that this conceptualization favors the search for expressive results, defined through tables of physical results and or sportive, being able to represent a condition of overcoming, however, not optional of the proper individual, but established through processes of social-productive references much used in business, becoming the individual practitioner, only the vehicle of achievement of results that generally are tied with other purposes, that are not the development of culture, health, and partner-biological valuation of the human being and benefits.

I highlight that differently from motoring, that despite the extreme professionalism and the incessant experimentation of new technologies, in which the reached results always come in benefit of the society, since they intervene in the process of improvement of mechanics resistance conditions, security to propagate and technological refinement of the vehicles, in the case of the high performance sports, the situation is presented in an inverted form, since all the procedures take enormous risks not only for the athletes, but mainly for the society, once the used methods, the developed technology, that is more in materials and medicines, provides good results while business and not as usable procedures aiming at the improvement of the quality of people life.

Due to this condition, I consider that the following reason can be developed aiming to implement a specific knowledge

more adjusted to the preparation of professionals that act in the area still called Physical Education.

Initially that the physical activity, as all corporal voluntary movement of the human being which the individual executes above the leisure levels, what allows the individual to become related with its environment in a natural way, serving itself of its biological and partner-cultural characteristics, favoring him to live deeply the daily possibilities and necessities, even when he executes some kind of planned activity, such as to move or to walk aiming to get a better functional organic adaptability, but that, for this he does not need more scientific referencials, technological systematization or any another specific instructional procedure, and even representing an important and interesting universe for study e development of the specific knowledge of the professionals of Physical Education, does not configure the knowledge that must be the only object of study in this profession.

The Human Movement, as described above, can be considered as knowledge, content, technical procedures important to be developed and applied by highly prepared and specialized professionals, mainly due to the risks offered to the society, but that certainly play an important role as scientific and technological contribution in the search for sportive and particular results, even sometimes providing some injuries to the integrity of the participants, being an indispensable component in the continued preparation of the Physical Education professional as programs of specialization in training, physical conditioning and others of interest of the profession and the professionals of the area.

To continue this discussion on which is the knowledge that must be considered as the study object of the Physical Education, I use as reference Tojal (1994):

"The man is a complex being and, therefore, our theory of the knowledge needs to consider the complexity of the human being, also visible in the motricity. It is not possible to continue underlining the physicist or the mechanist engine, in detriment of the complexity that emerges from the human being motricity. Not only study the movement of the man, but mainly, the man in movement "(op.cit, p.183).

Therefore, I consider that Human being Motricity is virtual for a being that pursues the transcendence - understood as a desire to exceed, to surpass or to surpass themselves, connected to the intention of the proper individual as the conductor of his own history - as the last meaning of the life. Consequently, this intentional movement in direction to the "more-being" is visible in the sport, dance, ergonomics and in therapeutically motricity, privileging the motor behaviors, significantly lived and that are part of the corporal culture, serving as a process of instruction or education, allowing that structures and models for its proper will can be constructs, even sometimes taken to generalizations as a search for exacerbated income.

It is important to approach the question that in Brazil, today, the profession of Physical Education is vinculated to the Health area, being regulated in this area, what establishes that the field of performance for the professionals is ample and delimited by its ability and ethical compromises, being characterized for the dissemination, education and application of the knowledge about the man in intentional voluntary movement, techniques e abilities in the search to make it possible to the beneficiaries the development of corporal conscience, possibilities and potentialities of movement, aiming to realize educational, health, practical porting e corporal expression objectives.

In 1997, this agreement on the formation of the Physical Education professional had already been declared (Human being Motricity):

"What I understand is that the human being motricity professional must be formed, beyond general aspects of the society, culture and individuality of human beings, turns its concern toward men, observing their multiple possibilities of adaptation to different situations of experience and convivence, what might occur for one of the sources of qualification: the Human being Motricity, who prepares the professional to act in different aspects of the human within society, its culture and to the nature that surrounds it "(cfr. Tojal, 1997, p.96).

I assert this way, that the Professional of Physical education must be capable to identify that, for the transcendence or overcoming, the man becomes subject and not object of the history and, therefore, the relations rescued for the Professional must privilege, in the biological view, the attention, structure, functioning and the possibilities of the individual body; in the social view, the dynamics of the society, the condition of structure e cultural inheritance and the system of valuation of the society, in the direction of individual effectiveness; in the nature view, the different possibilities of creation and adaptation to determined culture in relation to the environment and the climate; concluding, this professional must know all the possibilities of men development, their physical and emotional conditions, mainly ahead of different and unusual conditions and situations.

I consider that if all these qualities are developed in the formation of the Physical Education Professional, he/she will be able to elaborate safer diagnostics, facilitating its adaptation and adequacy in the job market, mainly in the health field, thus, taking care not only of children and athletes but also of the necessities of people of any age and conditions, aiming to provide better knowledge and enough culture for adoption of an active style of life.

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Abstract
The *human being motricity* is discussed, in this article, whose the focus in the Brazilian context, where the preparation of the professional of Physical Education is vinculated to the health area. The insertion of human being motricity as a specific knowledge, in the National Curricular Guidelines, is justified because the epistemological bases of human being motricity - concepted not so only involves the study the movement of the man, but mainly, the man in the movement, that goes beyond the Professional formation.
Keywords: Human being Motricity; Professional formation; Health.

Résumé
la motricité humaine on discute, dans cet article, dont le foyer dans le contexte brésilien, dans lequel la préparation du professionnel d'Éducation Physique est attachée le secteur de la Santé. L'insertion de la motricité humaine comme une connaissance spécifique, dans les Directives Curriculaires Nationales, serait justifiée dû être les bases epistemológicas de la Motricité humaine un concept qui implique non aussi seulement l'étude le mouvement de l'homme, mais principalement, l'homme dans le mouvement, qui vont au-delà de la formation Professionnelle. Mots clés: Motricité Humaine, Formation Professionnelle, Santé.

Resumen
La motricidad humana se discute, en este artículo, cuyo hogar en el contexto brasileño, en el cual la preparación del profesional de Educación Física se liga el sector de la Salud. La inserción de la motricidad humana como se justificaría un conocimiento específico, en las Directivas Curriculaires Nacional, debido ser las bases epistemológicas de la Motricidad humana un concepto que implica no también solamente el estudio el movimiento del hombre, pero principalmente, el hombre en el movimiento, que va más allá de la formación profesional
Palabras clave: Motricidad Humana, Formación profesional, Salud

Resumo
A motricidade humana é discutida, neste artigo, cujo o foco no contexto brasileiro, em que a preparação do profissional de Educação Física está vinculada a área da Saúde. A inserção da motricidade humana como um conhecimento específico, nas Diretrizes Curriculares Nacionais, seria justificada devido serem as bases epistemológicas da Motricidade humana um conceito que envolve não tão somente o estudo o movimento do homem, mas principalmente, o homem no movimento, que vão além da formação Profissional
Palavras chaves: Motricidade Humana, Formação Profissional, Saúde.