144 - MOTRICITY IN LEARNING AND HEALTH PROMOTION IN ELEMENTARY SCHOOL

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INTRODUCTION

The articulation of interest in this argument is to reaffirm the importance of motricity in leraning and health promotion in Early Childhood Education and Elementary School from a bias that aggregates neuroscience to the analysis of the issue, reaffirming motricity as cognition, helth base and full human development.

In learning can be noted that dopamine, called Knowledge neurohormone, has its production excellence during activities and moderate exercises and, it is noted, pleasurable. (RATEY & HAGERMAN, 2012).

It is also worth noting that, cognition and emotion are also involved, for shares of neurons, with motor activity or motricity in more than 60% of brain structures (GAIARSA 1984, 1986; WEINECK 2000; RATEY 2002; RATEY & HAGERMAN, 2012).

On the health it's possible to check that activities and moderate, volunteers and, should be noted, pleasurable exercises have radical effect in the organism, stimulating neurohormones cascades and growth factors, reducing anxiety and stress, reversing the brain cells aging and strengthening immunology, acting, therefore, as health protectors. According to Ratey & Hagerman (2012, p.11-12) all the contemporary technology facilitates to forget that "we are born to move" and it compromises our own survival.

We should also stick to the fact that not all physical exercise promotes health, on the contrary, some have deleterious effects, especially those involving high loads of adrenaline, and in this context, we better understand the immunological weakness in overtraining and in the open window phenomenon in athletes, as reported by Batista, Dioguard and Ghorayeb (1999, apud GHORAYEB and BARROS, 1999, p. 313).

This is not about "reducing" health and learning to the individual and to the biological, but rather to approach to the understanding of Atlan (2002) when he states:

> [...] The increasingly broad knowledge of the physico-chemical devices inexorably leads to the conception of a determinism that gives just a small place to free will, or none at all. It would lead us to face our subjective and social experience of free will as an illusion forged by our imagination (ATLAN, 2002, p.20). [...] the subject is built by the mediation of their own determinisms (ATLAN, 2002, p.22).

Accordingly, we seek the "no reduction" through the specificity of Corporeity, as a collective construction of the subject, a biocultural reality. Maintaining a view of the body, which kept it so long in the biological field, like something smaller and in various fields of knowledge was been identified as a receptacle, an instrument, even an obstacle to the actions of the mind, now suffers opposition to the attempt to overcome the dichotomies and hierarchies that prevent us from observing the interdependence of the unity of feeling, thinking and acting and its direct relationship with the elements of culture that is the Corporeity, and also observe the close relationship between Corporeity, Learning and Health Promotion.

Corporeity as articulating axis of Learning and Health Promotion

In this context, Assmann (1999) points to the need for the Corporeity approach, as an expression of alignment among human feeling, thinking and acting, in various life situations, to represent the central axis of New Educational Paradigms. And causes us to have "reflective breath" to undertake the necessary studies for the execution of this coping which is undoubtedly part of a transdisciplinary "difficult far well of mechanistic approaches" (ASSMANN, 1993, p. 87) and states that:

> The concrete challenge for education is to take seriously that there is a co-genesis of learning forms with life forms. [...] It forces the pedagogy to rethink and redefine itself as a set of activities which encourage and activate vital processes, that is, experiential forms of knowledge experience, since without it there is no real learning (ASSMANN 1993, p. 8).

According to Barreto (2008)

> [...] Social phenomena have been predominantly investigated as if they were a disembodied abstraction, phenomena with its own life, that are not located in any particular place, unless the own human minds. [...] That is, the political subject is still, as a rule, the modern rational, mental and abstract subject, which means that what escapes the enlightened conscience, especially the world of affects and bodily intensities, is simply ignored. It is a disembodied subject (BARRETO, 2008, p.24).

Moreira and Nobrega (2008) argue in favor of a Theory of Corporeity and its positive impact on the resizing of Education in order to provide an unprecedented understanding of the human being – embodied, since

> The not incorporation does not lead us to look at the body from outside, as one more thing to be analyzed independently of human passion, important constituent of corporeity. Hence the student, the patient, the sportsman, the employee, the laborer, are all things and as such can be treated dispassionately. (MOREIRA and NÓBREGA, 2008, p. 351). [...] The body machine, stripped of sensitivity, creates a culture of indifferent bodies (MOREIRA and NÓBREGA, 2008, p. 352).

Or, in our understanding, cold pedagogical approaches, where schooling is seen as a process to which the student only has to undergo; regardless of curiosity, pleasure and significance and, therefore, learning.

Recent appropriations of Neurosciences demonstrate the importance of this biological and also social integrated

Corporeity, of these simple molecules, neurotransmitters, genes, as participants and builders in daily behavior, of human life, not deterministically, but with dialectical everyday life, since "The genome and physiology are not oblivious to the world in which they live" (Heemann, 2001, p. 23).

Authors such as Reich (1982.1983) Maturana (1999), Damásio (2000), Ratey (2002), Ratey and Hagerman (2012), Atlan (2002), Assmann (1993), among others, sign their arguments in the necessity of a paradigm shift and overcoming the division among the biological, social and cultural aspects, questioning the well-known dichotomies considered antitheses: individual x society, nature x culture, reason x emotion, objectivity x subjectivity.

This scenario requires us to overcome the dualistic hierarchized and mechanistic views of body and grasp the approach of unity of Corporeity.

For the neurologist Antônio Damásio (2000) assert that mind and body are inseparable is not an exaggeration, it is actually a simplification.

The biologist Maturana (1999) also guarantees that:

> Saying that the reason characterizes the human is a blindfold, because it makes us blind in front of emotion, which is devalued as something animal or as something which denies the rational. [...] The human is constituted in the emotional entanglement with the rational; usually we live our rational arguments without making references to the emotions on which they are based, but the emotional foundation of the rational is not a limitation, it is their conditional of possibility (MATURANA, 1999. p. 19).

For better understanding it is worth noting, for example, the fact that the concentration of chemical receptors for serotonin lies precisely on the ventromedial sector of the prefrontal cortex and cerebral amygdala, integrating the “planning and personal and social decision-making, emotions and feelings processing, mental image retention or working and reasoning memory”. (DAMASIO, 2000, p.105 - emphasis added). What indicates the full participation of emotions in cognitive processes, and also their socio-cultural mediation.

Neurologist John Ratey (2002) points out that the word emotion comes from the Latin movere, which means move, set in motion. Therefore, emotion is a movement from the inside out, one motivation, or an internal pressure for the action, it is probable that emotional and motor systems have evolved simultaneously in primates.

We emphasize here that the motricity may influence the ability to learn, think and remember, since the channel brain that evolved to express emotions are the same for all the sensory and motor information. The movement is the physical expression of emotion since many data flows to motor areas coming from our thoughts, past experiences, emotions and memories, contributing with meaning, depth and complexity to our movements and actions. Thus, the motor function of the brain beyond the movement, it is also crucial for all other functions such as perception, attention and emotion, affecting the cognitive processes of memory, cognition and learning. Interestingly, the limbic system which is the starting point of emotions for prefrontal cognitive, all that is mounted around the motor system (Ratey, 2002).

Hence it can be seen that every thought has its motor and emotional bias, each movement has its emotional and cognitive bias and each emotion has its motor and cognitive bias. In other words, emotion, cognition and movement have a thin anatomical and functional tunning, being, in fact, different expressions of a same event, without hierarchies. And in the words of Freire (1991.p.26) motricity is meaning: “By Corporeity we exist, the motricity humanizes ourselves. The motricity is not any movement, it is human expression”.

The concepts in the field of psychomotricity exert major importance to school physical education, particularly in the initial series where the favoritism of full child development demands playful activities involving Corporeity, space and time in a perspective of the motor base organization, in which the concepts of global and fine motor skills, spatial structure, temporal orientation, handedness, body structure and balance are key, especially for its relations with the learning, since its development deficit may result in obstacles or problems in reading, writing, graphical direction, distinction of letters, on ordering of syllables, in abstract and logical thinking, grammatical analysis, in apprehending the verb tenses, by indistinction or rhythmic difficulty, senses of permanence, duration and succession, so necessary for the distinction among present, past and future and for some math skills, among others. Also worth noting that low self-esteem, isolation, hyperactivity and aspects related to socialization, may also be related to Motricity. In this context, it is expected that the teacher has the ability to understand and discern whether the difficulty of learning is the cause or consequence of a particular problem, since "[...] the difficulty entails suffering and no student has low yield willingly own [...]", as pointed out by Rossi (2012, p. 15)."

Thus, we emphasize that learning and health promotion share the same biophysiologic characteristics, which are: movement, pleasure, playfulness, interestingly essential elements of Physical Education. It appears that learning in the sphere of displeasure is not impossible, but besides a contradiction, is a huge sacrifice, especially for children. Young people and adults for some disciplinary mechanism may do so with partial advantage, but in any case, remains characterized wasted potential, time and energy, as the Corporeity is directly impacted by the approaches of everyday teaching practices of the school. What confirms us Pagés (2007), in her Freire affiliation, when she says: "An education for autonomy needs conscientizing and disalienating pedagogical relationships and, accordingly, we can not forget that a gesture educates, a look educates, a word educates, a silence educates" (PAGÉS 2007, p.103).

When educational objectives states to training for autonomy and criticism, in general, the horizon with which we work is the rationality of mind; However the prospect of expanded Corporeity integrated feeling, thinking and acting, mediated by culture, considered the rationality that emerges from the experience of the experience. And, for such understanding, Reich (1988, apud BARRETO, 2000, p. 192) corroborates when he says that freedom is not just a concept, “[...] is a biophysiological experience”. And in particular stands out: a cognitive, motor and emotional experience – integrated, without divisions or hierarchies. So, we distinguish the difference between information and knowledge and the realization of how hard it is to change behavior, because we think how we feel and act on that line. It directs the alignment of thinking and of acting in a biophysiological anchor. For this reason the changes begin with changes in emotion. Information becomes knowledge when it makes sense. Or rather, shall we say, when it is felt. As Maturana already warned us, “there's no human action without an emotion that establish and, as such, make it possible to act” (MATURANA, 1999, p. 22).

For Reich (1983) social organization shapes, forges social man, producing an appropriate, politically passive and submissive subjectivity through institutionalization, from an early age, norms and values created and maintained in the field of everyday relationships in the family, school, church, forming

> [...] The fearful, timid, submissive, obedient, "good" and "docile" child in the sense of authoritative words. [...] An effect of paralysis on the forces of man's rebellion, because when the vital impulse is associated with fear,

> [...] there is a paralysis of thought and critical spirit (REICH, 1983, p. 28).

According to Barreto (2008)

> [...] Intervene in the body is intervene in the history of the subject, is to make it re-feel their experiences in order to re-organize them, which is more than just offering new significance in them, or, perhaps better, is the physiological basis for this (BARRETO, 2008, p.193-194).

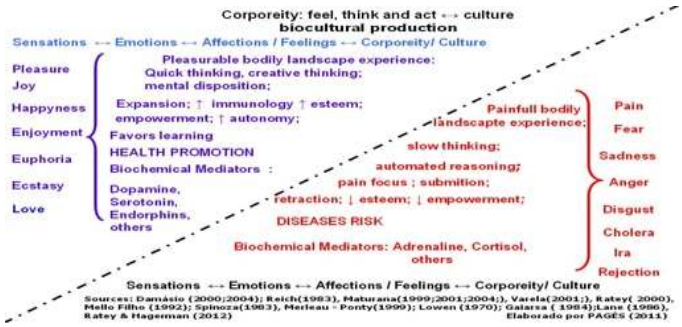
In a related analysis, Maturana (1999) argues that learning is much more than acquiring ideas, is literally incorporate them and expresses concern about the brands that life story prints in the Corporeity:

> [...] Children growing up under a dictatorship, grow bodily different from children who grow up in a democracy. At bottom, this is what we refer to when we say "This is embodied in it." (MATURANA, 1999, p.61, emphasis added).

In the organism there is not a neutral state, or any neutral, exempt condition, which corresponds to the absence of sensations; accordingly, pleasure and pain are permanently alternating in life. Fact is that pleasure and pain have opposing but complementary functions in the human body, since the pain is signaling, demarcation, protective and triggers defense mechanisms, the states of alert or emergency action and ensuring the survival and pleasure operates organizationally in stabilizing the body to ensure or improve survival, now the threshold at which these mechanisms begin to be activated alters the individual's personal history, and cultural traditions (DAMÁSIO, 2000.2004).

In the perspective of Helth Promotion the great mistake that is the wide spread and known slogan “No pain, no gain”.

In detail we rely on Damásio (2000, p.15) when he affirms that "the state of the body is qualifier, either positive or negative, is accompanied and complemented by a corresponding mode of thought." As also provided in the table below:



In this scenario,

> [...] Activities and exercises for health promotion should include criteria that, in practice, mean: status of physiological need, individuality, intrinsic, and not instrumental, layfulness, regularity, diversity, solidarity and camaraderie, without losing sight of that are not only mobilized muscles and joints, but sensations, emotions, feelings, thoughts and actions, senses of life, in short, people, not bodies, but Corporeities (PAGES, 2011, p.15).

CONSIDERATIONS

The paper is inspired by the initiative of some teachers of Physical Education PCRJ - 8th REC who observed , within its Coordination , the existence of large number of postgraduates, without that academic excellence necessarily ever grew or reflect on the lessons. Considering this fact, decided to set up in the school , but independently of the municipal administration, a Center of Studies (CE) aiming at the collective discussion of the situation of physical education in their region, seeking to contextualize theory, practice and administrative management. Thus, since 2009 , the experience has been consolidated with many debates, not always consensual, in which the themes of literacy and health promotion have become recurrent subject of many studies, such as the discussion of excess sportivization in Elementary School.

The situation of sports in school still sets as described by Caparroz (2001)

> [...] Should not seize / embed the critical discourse in the belief that only the strength of our will suffice. Not enough! Critical theories are there, experiences are there, exhortative discourses are there, but there is such a school that we criticize. Its conservative force is stronger than our speeches and they resist because its conservative force lies not in itself, but the fabric of social relations that involve. Hence the need for dialogue with reality is so essential to academic debate, because one feeds the other (CAPARROZ, 2001, p.42).

In this same context, it's also set the issue of Health Promotion that is either seen as a task in the field of Health, to be held in the Health field and still in the hygienists, biomedicalcentred molds, normative and culpability, or when performed in school, happens almost in the same way, like the HSP, being operationalized by health professionals without much dialogue with Professionals of Education, as recognizes its own Ministry of Health:

> In most cases, the school has been the place of application of control measures and disease prevention, because the health sector often see school as a place where students would be a liability group for the conduct of health actions. Teachers often complain that the school health sector uses and abuses of the available time to isolated actions that could be more useful with a more participatory and protagonist of comprehensive health care. [...] Education programs for health still much to turn the focus of the disease , which needs to be revised so that they have the prospect of greater participation and promoting better health and quality of life (HM / PAHO , 2006, p . 36).

In this discussion, Assis (2007) states that the school is a strategic space for discussions, interventions and development of health promotion, focusing on the social right to health, but this is an action in which the Physical Educator teachers does not see inserted. So the challenge that is presented to a Physical Education for Health Promotion in the School with particular attention to movements and exercises, So the challenge that is presented to a Physical Education for Health Promotion in the School with particular attention to motricity and exercises, but in a wider conjuncture in which

> [...] Is not to justify physical fitness by itself, [...] but see it as a process that represents all the individual's involvement with the environment, integrating the political, economic and sociocultural actions, which relate to health promotion. It appears that physical education can not lose sight of the multifactorial nature of health and therefore quality of life. As a subject, should not abandon their concern to subsidize and encourage people to adopt active modes of life. However, this role will be limited if it is not able to promote the critical examination of the social conditions, economic, political and environmental factors directly related to their contents, so that people have a real autonomy to exercise. (FARINATTI and FERREIRA, 2006, p.163).

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MOTRICITY IN LEARNING AND HEALTH PROMOTION IN ELEMENTARY EDUCATION

ABSTRACT

The paper is inspired by the initiative of Physical Education teachers from the Municipality of Rio de Janeiro (PCRJ) - 8th CRE who observed, within its Coordination, the existence of high number of graduates, without that academic excellence, necessarily, reflect or spread in classes. Considering this fact, they decided to set up within school, but independently of the municipal administration, a Center of Studies, aiming at the collective discussion on the Physical Education situation in their area, seeking to contextualize theory, practice and administrative management . Thus, since 2007, with many debates, not always consensual, the issues of literacy and health promotion in elementary school have become recurrent themes and subject of many studies, which resulted in the possibility, and pointed to the relevance, of this article, which aims to reaffirm the importance of motricity in learning and in health promotion in this stage of schooling, from a bias that aggregates Neurosciences to the analysis of the theme and reaffirms motricity as cognition, base of health and full human development. The methodology was the literature review and their findings were quite consistent for the understanding about the close relationship between corporeity, motricity, emotions, cognition, learning and health. The recent contributions of Neurosciences brought the demands for a reassessment of

many theories and practices in Physical Education, including the Cartesian and mechanistic body vision, passed in review by the, still under construction, corporeity conception, in developments whose scope is not even delimited, but undoubtedly, is subject of interest to Physical Education teachers and debate of which this article intends to participate.

KEYWORDS: Motricity, Learning, Health

MOTRICITÉ DANS L'APPRENTISSAGE ET PROMOTION DE LA SANTÉ DANS L'ENSEIGNEMENT PRIMAIRE

RÉSUMÉ

L'article est inspiré par l'initiative de professeurs d'éducation physique de la région de Rio de Janeiro (PCRJ) - 8e CRE qui a observé, dans sa coordination, l'existence d'un nombre élevé de diplômés, avec l'excellence académique, mas non nécessairement reflètent la qualité des classes. Compte tenu de ce fait, décidé de mettre en place dans l'école, mais indépendamment de l'administration municipale, un centre d'études visant à la discussion collective de la situation de l'éducation physique dans votre région cherchant à mettre en contexte la théorie, la pratique et la gestion administrative. Ainsi, depuis 2007, avec de nombreux débats, pas toujours consensuelle, les thèmes de l'alphabétisation et de la promotion de la santé dans les écoles primaires et récurrentes ont fait l'objet de nombreuses études qui ont abouti à la possibilité et souligné la pertinence de cet article, qui vise réaffirmer l' importance de l'apprentissage et de promotion de la santé du moteur à ce stade de la scolarité d'un biais qui apporte neurosciences à l'analyse de la question et réaffirme le moteur de la cognition, de la santé de base et le développement humain intégral. La méthodologie utilisée a été la revue de la littérature et les résultats ont été tout à fait cohérent pour former une compréhension de la relation étroite entre la corporéité, la motricité, les émotions, la cognition, l'apprentissage et la santé. Contributions récentes des neurosciences ont apporté la nécessité d'une réévaluation de nombreuses théories et pratiques en éducation physique, y compris le corps cartésienne mécaniste, passé en revue le concept, encore en construction, de la corporéité dans les développements dont la portée n'est pas encore délimité, mais sans aucun doute, est le sujet d'intérêt du professeur d'éducation physique et de débat à laquelle cet article a l'intention de participer.

MOTS-CLÉS: Motricité, l'apprentissage, la santé

MOTRICIDAD EN EL APRENDIZAJE Y PROMOCIÓN DE LA SALUD EN LA EDUCACIÓN PRIMARIA

RESUMEN

El documento se inspira en la iniciativa de los maestros de Educación Física de la Municipalidad de Río de Janeiro (PCRJ) - 8 de CRE que observó, dentro de su coordinación, la existencia de gran número de graduados, sin que la excelencia académica, necesariamente reflejan cada vez crecía o clases. Teniendo en cuenta este hecho, decidió crear en la escuela, pero al margen de la administración municipal, un centro de estudios con el objetivo de la discusión colectiva de la situación de la educación física en la región que buscan contextualizar la teoría, la práctica y la gestión administrativa. Así, desde el año 2007, con muchos debates, no siempre consensual, los temas de alfabetización y promoción de la salud en la educación primaria y recurrente se convirtieron en el objeto de numerosos estudios, que se tradujo en la posibilidad y señalaron la pertinecia de este artículo, que tiene como objetivo reafirmar la importancia de la motricidad en la aprendije y promoción de la salud del motoricidad en esta etapa de la escolarización de una tendencia que aporta la neurociencia para el análisis de la cuestión y reafirma la motricidad como cognición, base de la salud y del pleno desarrollo humano. La metodología utilizada fue la revisión bibliográfica y los resultados fueron bastante consistentes para la formación de una comprensión de la estrecha relación entre la Corporeidad, la motricidad, las emociones, la cognición, el aprendizaje y la salud. Contribuciones recientes de la neurociencia trajeron la necesidad de una reevaluación de muchas teorías y prácticas de la educación física, incluyendo la visión de cuerpo mecanicista cartesiana, pasado revista al concepto, aún en construcción, de la corporeidad, en desarrollos cuyo alcance no es aún delimitado, pero sin lugar a dudas, es el tema de interés del maestro de Educación física y el debate que este artículo tiene la intención de participar.

PALABRAS CLAVE: Motricidad , aprendizaje , salud

MOTRICIDADE NA APRENDIZAGEM E NA PROMOÇÃO DA SAÚDE NO ENSINO FUNDAMENTAL

RESUMO

O artigo tem inspiração na iniciativa de professores de Educação Física da Prefeitura da Cidade do Rio de Janeiro (PCRJ) – 8ª CRE que observaram, no âmbito de sua Coordenadoria, a existência de elevado número de pós-graduados, sem que essa excelência acadêmica, necessariamente, se espraiasse ou refletisse nas aulas. Diante dessa constatação, decidiram criar no espaço da escola, mas de modo independente da gestão municipal, um Centro de Estudos objetivando a discussão coletiva da situação da Educação Física em sua região buscando contextualizar teoria, prática e gestão administrativa. Assim, desde 2007, com muitos debates, nem sempre consensuais, as temáticas da alfabetização e da promoção da saúde no ensino fundamental tornaram-se recorrentes e objeto de muitos estudos, que resultaram na possibilidade e apontaram para a pertinência do presente artigo, que objetiva reafirmar a importância da motricidade na aprendizagem e na promoção da saúde nesta etapa da escolaridade a partir de um viés que agrega as neurociências à análise do tema e reafirma a motricidade como cognição, base da saúde e do pleno desenvolvimento humano. A metodologia utilizada foi a revisão de literatura e seus resultados foram bastante consistentes para formação de um entendimento das estreitas relações entre corporeidade, motricidade, emoções, cognição, aprendizagem e saúde. As recentes contribuições das neurociências trouxeram a exigência de uma reavaliação de muitas teorias e práticas na Educação Física, entre elas a visão cartesiana e mecanicista de corpo, passada em revista pelo conceito, ainda em construção, de corporeidade, em desdobramentos cujo alcance ainda nem está delimitado, mas sem dúvida, é tema de interesse do Professor de Educação Física e debate do qual o presente artigo pretende participar.

PALAVRAS-CHAVE: Motricidade, Aprendizagem, Saúde