123 - ETHICS AND INITIAL FORMATION IN PHYSICAL EDUCATION IN THE STATE OF SANTA CATARINA: PANORAMA OF EXISTING COURSES

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INTRODUCTION

In Brazil it has been sufficiently frequent in the media the news evidencing ethical questions in the most different professions and institutions, mainly in the politics instances, such fact elapses of the individual or collective attitude of its integrant. The repercussion of the individual or collective is precisely the lack of understanding of moral conduct by social actors in question. The judgment of human actions and the specific field of ethics as a science of morals. Ethics then takes care of assigning values to human actions. If we understand that an action is right or good, we say that the attitude was ethics, and to the opposite, we understand that the attitude was wrong or bad, we say that the attitude was unethical. Thus all human behavior is the object of value assignment by the subjects or their representatives' bodies in which they are connected. Given the assumptions outlined can safely say that ethics is inherent in every human being and is present in our day to day.

It is not rare to use the terms moral and ethical as synonymous, in certain circumstances this can occur, but in its moral essence it is different of ethics. In accordance with Vásquez (1998) the Ethics is reflexive, theoretician. While the moral is eminently practical. One completes another, having an Interrelationship between the two, because in human action knowing and acting are inseparable. The good and the truth are the ends to be pursued as practical instrumental practice of the ethics.

Chauí (1995), points that the ethics have its beginning in the occidental world with Socrates (470 B.C. - 399 B.C.), in agreement with this philosopher is enough to know what it is goodness to be good, it would be through this transforming force called Ethics that society and individual can arrive at a common happiness. Aristotle stated that “the deeds we do in our relationships with men become just or unjust”.(SÁ, 1986 p.17), and so to be, his work ethic was adaptive. It was in conformity with the effective order.

The understanding of the ethics and an ethical citizen in the classic Greek thought is arranged in the concrete relation between the men and in the development of the social relations. This understanding was present until the ascension of the Christianity, with Saint Tomas de Aquino and Saint Augustine, where the question of the virtue as ethical action, starts to be directly on the God and not more in the direct relation of the men as social citizens. In this context the man becomes weak and sinful, leaving the church to educate him for life ethics.

In the modern era, through the rationalism, faith gives way to reason, which according to Descartes is the way to truth, and this should be followed by a method. One of the major philosophers of the modern era, Immannuel Kant, believes that the human beings should be treated as the end of action so awareness of the duty back to the surface. Kant affirms that “the morality of an act does not have to be judged by its consequences, but only for its ethical motivation”, therefore according to it the man is the center of the knowledge and the moral.

A new concept of ethics is presented by Hegel establishing individual subjective concepts of will and desire objective culture, where ethics are determined by social relationships and through them that men internalize the cultural values are such a way that to practice them instinctively.

Throughout history, various concepts were assigned to ethics and the ways in which it manifests and is accepted by men. These concepts vary according to the company and the time they are presented, however it is common to all of them the trial of human acts as being good or bad, right or wrong.

In the daily exercise of their functions, professionals from various fields, acting according to what they believe to be ethical, guided by professional codes of ethics, or through the knowledge acquired throughout their academic life or even with based society in which they live.

As part of Physical Education, as concerns about the ethical questions become part of the debate objectively from the presidential approval of the Federal Law No. 9696, September 1st, 1998, which regulates the profession of Physical Education. To evidence such appointment, Steinhilber(2006) emphasizes that the effort that is being developed by CONFEF(Federal Council of Physical Education)is the existence of a qualified professional and ethical responsibility in the professional intervention. Reinforcing the appointment, according to Tojal(2006)the first code of ethics for physical education professionals was published in 2000, this document has been updated periodically especially with the debate on the occasion of ethics seminars held in the city of Foz do Iguacu-PR.

The main objective of this study was to promote debate and highlight the importance of ethics in professional training of physical education.

Specifically sought: 1-identify the Physical education courses in the State of Santa Catarina and of these, pointing out that include content designed specifically for professional ethics; 2-confronting the literature of the area with the reality of training courses in physical education. To realize these objectives it was decided to conduct a survey. Apparently the documentary research is synonymous with literature. In fact they are very close, however, to Oliveira(2007) the differentiating factor is the nature the sources. While the literature leads to the pursuit of information from secondary sources, those who have already received analytical treatment. In the research the researcher uses documentary materials that have not yet received treatment, primary sources. This is therefore the main difference between archival research and literature. It is important to consider that document research in the careful treatment of sources must be very cautious, considering that you are making a first look at the fact.

INITIAL FORMATION IN PHYSICAL EDUCATION IN THE STATE OF SANTA CATARINA

The training of physical education professionals in higher education in the State of Santa Catarina began in 1971 with the creation of higher School of Physical Education and Sport in the then Educational Foundation Joinvilense-FUNDAJE, today transformed in University of Joinville – UNIVILLE Region. (HISTORIA DA UNIVILLE, 2010).

Previously, there was a Physical Education course in Florianópolis, called the Normal Course Physical Education, established in 1964 by the Department of Education and that worked on the island of Santa Catarina. This course was held by the

State Government until 1968, subordinating themselves the Education Foundation of Santa Catarina(FESC). In 1972 the Normal Course transferred all of its activities to the neighborhood Coqueiros, where the facilities where already provided for the operation of the Course of Physical Education from Santa Catarina, officiated by Federal Decree No. 71,819 of February 6, 1973. On April 10, 1973 Course of Physical education started its activities. This was the origin of the Center for Health Sciences and Sports (CEFID) State University of Santa Catarina (UDESC).

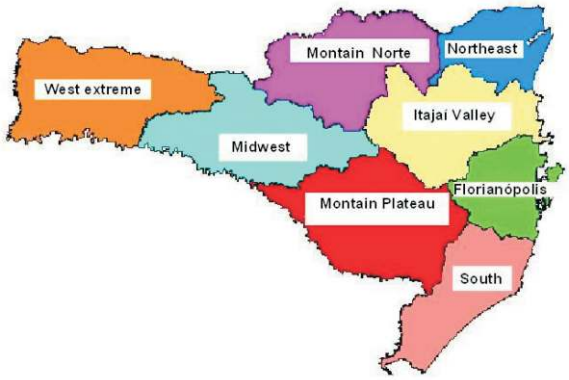
(HISTORIA DO CEFID, 2010).

The Federal University of Santa Catarina – UFSC, Physical Education Course had its inception in October 1974, with operation of the first class in 1975. (DEPARTMENTO DE EDUCAÇÃO FÍSICA, 2010)

In the Valley of Itajai river, a region where the city of Blumenau is located. Faculty of Physical Education and Sports was instituted in the current FURB – Fundacao Universidade Regional of Blumenau in May 1974, by law No. 2001. (HISTORIA DA FURB, 2010)

In the Southern Region of Santa Catarina pioneer Course in higher education course in physical education was the Physical education course that appeared in 1974 authorized by Federal Decree No. 73734, 1974, the former FUCRI-educational foundation of Criciúma, sponsor of present-day UNESC – University of the extreme south of Santa Catarina. (HISTORIA DA FUCRI, 2010)

These courses were implemented in Santa Catarina and initial input that formed many professionals who still operate in the context of Physical Education and Sports in the State. From the year 1990 begins a more intense deployment of new courses in different regions of the State of Santa Catarina. Currently the State have 36 (thirty-six) Physical Education courses in operation, distributed in all regions. On the map below, according to CREF3/SC (2010), shows the regions of State with the respective courses.



FOUNTAIN: CREF3/SC

West extreme:	**City:**
CELER -Celer Faculty	Xaxim
HORUS -Horus Faculty	Pinhalzinho
UNOCHAPECÓ - Chapeco Regional Community University	Chapecó
UNOESC- University of West of Santa Catarina	Xanxerê
UNOESC - University of West of Santa Catarina	São Miguel do Oeste
UNOESC - University of West of Santa Catarina	Chapecó
Midwest:	**City:**
UNC - University of Contestado	Concórdia
UNIARP – University The Upper of Rio do Peixe Valle	Caçador
UNOESC - University of West of Santa Catarina	Videira
UNOESC - University of West of Santa Catarina	Joaçaba
Montain Plateau:	**City:**
UNC - University of Contestado	Curitibanos
UNIPLAC - University of Planalto Catarinense	Lages
UNIVESC - University Center UNIVESC	Lages
Montain Norte:	**City:**
UNC - University of Contestado	Mafra
UNC - University of Contestado	Porto União
UNIVILLE - University of Joinville Region	São Bento do Sul
South:	**City:**
ESUCRI – School Superior of Criciúma	Criciúma
FUTURÃO - School, College and Faculty	Araranguá
UNESC - University of South extreme of Santa Catarina	Criciúma
UNIBAVE - Foundation Education Barriga Verde	Orleans
UNISUL - University of South of Santa Catarina	Tubarão
Florianópolis	**City:**
UDESC - University of State of Santa Catarina	Florianópolis
UFSC – Federal University of Santa Catarina	Florianópolis
UNIPLAC - University of Planalto Catarinense	Santo Amaro da Imperatriz
UNISUL - University of South of Santa Catarina	Palhoça
UNIVALI - University of Itajai Valle	Biguaçu
Itajaí Valley:	**City:**
AVANTIS - Faculty Avantis	Balneário Comburiu

FAPAG - Faculty Porto das Águas	Porto Belo
FURB - University Foundation of Blumenau Region	Blumenau
UNIASSELVI - University Center Leonardo da Vinci	Indaial
UNIDAVI - University for the development of Itajai Upper Valley	Rio do Sul
UNIFEBE - University Center of Brusque	Brusque
UNIVALI - University of Itajai Valle	Itajaí
Northeast Region:	**City:**
IELUSC – Institute and Center Educ. BOM JESUS LUTERANO	Joinville
JANGADA -Faculty Jangada	Jaraguá do Sul
UNIVILLE - University of Joinville Region	Joinville

EXISTING COURSES AND DISCIPLINES RELATED TO PROFESSIONAL ETHICS

Of 36 (thirty-six) existing courses not all count in its curricular structures with disciplines that address the issues of professional ethics in a specific way, likewise, are found different designations for the approach of the theme. This way we find names as: Professional Ethics, Principles of Professional Conduct, Ethics and Professional Training, Professional Ethics and Legislation, Ethics and Society, Ethics in Physical Education, Sports legislation and Ethics and Professional Conduct, Training, Philosophy and Ethics, Ethics in physical education and on human health. These are some of the designations given to disciplines that address the theme in Physical education courses in Santa Catarina. Of the 36 courses, 34 (94.44%) offer degree and qualification in 26 (72.22%) offer undergraduate qualification in. Of the total number of courses, just 03 (08.33%) have no related disciplines specifically with professional ethics. This reflects the concern of courses to address the issue, alongside to this fact we can attribute the appearance of the theme will need to restructure of courses starting in 2002 with the duration of resolution CNE/CP 1, 18 February and resolution CNE/CP 2 of February 19, 2002, with regard to degree courses and validityof the Resolution CNE/CES 7 of March 31, 2004 for a graduate program.

ETHICS INTERVENTION

An ethics intervention for service beneficiaries with the training of Physical Education, is above all an ethical action himself. Given that we affirm that ethics is inherent to human actions and considering that the physical educator acts constantly with people, this professional duty is to provide a quality service. The understanding of what constitutes a quality service can suffer varying professional to professional and beneficial to the beneficiary. For this understanding of quality has a marking is necessary for the entity that owns the legal support of the professional inspection to establish the quality parameters. For physical education professionals these parameters are described in the Code of Professional Ethics, a document guiding the profession and published in its first version in 2000 by CONFEF resolution #25/2000, later repealed by resolution No 56/2003 that regulates the Code of Professionals Ethics. Registered Physical Education System CONFEF/CREFs. Points in document that:

"The physical education professional CONFEF logged in and therefore adhering to this Code of Ethics, is conceptualized as a social interventionist, who works in health promotion, and as such must assume an ethical commitment to society, putting the primarily its service, regardless of any other interests, especially corporate nature. (CONFEF, resolution 56/2003)

In understanding the physical education professional as a social supervisor, and understanding that in historical development the company must walk for your aggrandizement and ennobling, passes the professional to be agent of this constant transformation. Ethics is only possible if individual objective altruism, social and understand this form of professional performance requires quality training, which at first instance should happen in universities. The initial training of professionals, in addition to technical know-how components, must be aligned with the political dimension of this do and about both the ethical commitment of the social and human development. It can be concluded that only know-how is not enough, the good professional is someone who knows how to do well. On this aspect of the professional code of ethics when it comes to physical education of the principles and guidelines in its article 4 indicates that:

The professional practice in physical education will be guided by the following principles: I-respect to life, dignity, integrity and rights of the individual;

II-social responsibility;

III-the absence of discrimination or prejudice of any nature;

IV-respect to ethics in various professional activities;

V-enhancement of professional identity in the field of physical activity;

VI-the sustainability of the environment;

VII-the provision of better service, always, an increasing number of people, with competence, honesty and responsibility;

VIII-acting within the specificities of your field and area of knowledge, towards education and development of human potential, of those to which provides services. (CONFEF, resolution 56/2003)

In the specific case of Santa Catarina through conducted research it was found that only 08.33% of Physical education courses offered in their structures do not present curriculum courses that address the issue of Professional ethics. This in our view express the concern of other courses (91.64%) in treating the issue in initial training. As a suggestion is the registry for the CREF3/SC (Regional Council of physical education) from Santa Catarina expedient route to the universities where the work these 03 courses do not address objectively the theme of professional ethics in their curriculum, making them aware of the importance of theme and to include disciplines on the subject when his restructuring of the curriculum.

FINAL CONSIDERATIONS

The ethics intervention in different professions passes through construction and internalization of concepts/individual values, as well as concepts/professional values that are seized along the initial formation and also in the exercise of the profession. Since CONFEF the regulator of Physical Education Professional is essential that this professional understands the necessity and importance of ethical actions in promotion of activities surrounding the area. The privileged space for learning how to give an ethical intervention within the framework of physical activities and sports is the area of initial formation through Physical education courses. Establish debates and strengthen relations of regulator of the profession and professional training courses should be priority step to deepening the understanding of ethical interventions. It is understood that in the case of Santa Catarina that discussion can be facilitated by the fact that the vast majority of courses already have in their curricular structures covering the subject disciplines. The value of the profession necessarily mean a high quality training that must deal with certain depth all the issues inherent in the area, but above all on our understanding of how and for what purpose this knowledge is applied. The

application of knowledge in profession must be marked by the ethics and this airway can also be seized.

This article is an initial step towards research on initial formation and its implications in the case of ethics in the State of Santa Catarina. As a suggestion for further deepening the theme, there is the need to review the contents of the content listed in the curricular structure of Physical education courses and creation of discussion forums involving the regulator of the profession and professional training courses.

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ETHICS AND INITIAL FORMATION IN PHYSICAL EDUCTION IN THE STATE OF SANTA CATARINA: PANORAMA OF EXISTING COURSES

ABSTRACT

It is sufficiently frequent in the media the news involving ethical questions in the most different organizations and professions. The concerns with the questions of the ethics in the Physical Education start to be part objective of the debate from the presidential sanction of the Federal Law nº 9,696, of September 01, 1998, it regulated the Profession of Physical Education. This article has the main objective to promote the debate and to emphasize the importance of the ethics in the formation of the Physical Education professional. Of specific form one searched: To identify the courses of Physical Education of the State of Santa Catarina and from these, to point the ones that contemplate specifically discipline come back toward the professional ethics. To give account of such objectives it was opted to the accomplishment of a documentary research (OLIVEIRA, 2007). As conclusion it is affirmed that Santa Catarina offers 36 courses of Physical Education, of these, 34 (94.44%) offer qualification in Degree and 26 (72.22%) offer bachelor qualification. Of the total of the courses, only 03 (08.33%) do not present discipline specifically related with the professional ethics in its curricular structures.

KEYWORDS: Ethics. Professional Formation. Physical Education.

L'ÉTHIQUE ET LA FORMATION INITIALE DANS L'ÉDUCATION PHYSIQUE DANS L'ETAT DE SANTA CATARINA: PANORAMIQUE DES COURS EXISTANTS

RÉSUMÉ

C'est assez fréquent dans les médias concernant les questions éthiques nouvelles dans de nombreuses organisations et de professions différentes. Les préoccupations concernant les questions d'éthique en éducation physique font partie du débat de manière objective de l'approbation présidentielle de la loi fédérale n° 9696, 1er Septembre 1998, qui réglemente la profession de l'éducation physique. Cet article vise principalement à promouvoir le débat et de souligner l'importance de l'éthique dans la formation professionnelle de l'éducation physique. Plus précisément pour objectif de: Identifier les cours d'éducation physique de l'État de Santa Catarina et de ceux-ci, en soulignant que comprennent les disciplines visant spécifiquement à l'éthique professionnelle. Pour réaliser ces objectifs, il a été décidé d'organiser une recherche documentaire (Oliveira, 2007). En conclusion, il est soutenu que Santa Catarina a 36 cours d'éducation physique, dont 34(94,44%) degrés offre et la qualification dans 26 (72,22%) offrent diplôme de premier cycle en De tous les cours, seulement 03 (08,33%) auront des cours spécifiquement liés à l'éthique professionnelle dans leurs cadres de programme.

MOTS-CLÉS: Éthique. La formation professionnelle. L'éducation physique

ETICA Y FORMACION INICIAL EN EDUCACION FISICA EN EL ESTADO DE SANTA CATARINA:PANORAMA DE LOS CURSOS EXISTENTES

RESUMEN

Es bastante frecuente en los medios de comunicacion noticias en relacion a cuestiones en diferentes profesiones asi como organizaciones. Referente a la cuestion etica en Educacion Fisica paso a formar parte objetiva del debate a partir de la resolucion presidencial de la ley n° 9.696 que reglamento la profesion de Educacion Fisica. Este articulo tiene como objetivo principal promover el debate y destacar la importancia de la Etica en la formacion del Profesional de Educacion Fisica. De forma

especifica busca: Identificar los cursos de Educacion Fisica en el Estado de Santa Catarina y con esto apuntar los que contemplan disciplinas relacionadas especificamente en la Etica Profesional. Para probar tales objetivos se realizo una investigacion documental (Oliveira 2007). Como conclusion se afirma que se posee 36 Cursos de Educacion Fisica de los cuales 34(94.44%) ofrecen la calificacion en liceciatura y 26 cursos(72.22%) ofrecen Bachilerato. Del total de los cursos solamente 03(08.33%) no poseen diciplinas relacionadas especificamente con la Etica Profesional en sus estructuras curriculares.

PALABRAS CLAVES: Etica, Formacion Profesional, Educacion Fisica.

ÉTICA E FORMAÇÃO INICIAL EM EDUCAÇÃO FÍSICA NO ESTADO DE SANTA CATARINA: PANORAMA DOS CURSOS EXISTENTES

RESUMO

É bastante freqüente na mídia noticias envolvendo questões éticas nas mais diferentes organizações e profissões. As preocupações com as questões da ética na Educação Física passam a fazer parte objetivamente do debate a partir da sanção presidencial da Lei Federal nº 9.696, de 1º de setembro de 1998, que regulamentou a Profissão de Educação Física. Este artigo tem como objetivo principal promover o debate e destacar a importância da ética na formação do profissional de Educação Física. De forma específica buscou-se: Identificar os cursos de Educação Física do Estado de Santa Catarina e destes, apontar os que contemplam disciplinas voltadas especificamente para a ética profissional. Para dar conta de tais objetivos optou-se pela realização de uma pesquisa documental (OLIVEIRA, 2007). Como conclusão afirma-se que Santa Catarina possui 36 cursos de Educação Física, destes, 34 (94,44%) oferecem habilitação em Licenciatura e 26 (72,22%) oferecem habilitação em bacharelado. Do total dos cursos, apenas 03 (08,33%) não apresentam disciplinas relacionadas especificamente com a ética profissional em suas estruturas curriculares.

PALAVRAS CHAVE: Ética. Formação Profissional. Educação Física.