90 - ETHICS AND HUMAN CARE AND EDUCATION PHYSICAL EDUCATION: A STUDY WITH PROFESSOR OF DISCIPLINE

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1. INTRODUCTION

The Physical Education (PE) through the ages, have always sought to encourage the care of the body (physical) of the students. Later discipline evolved by also caring for the body and mind together. However, the current time of EF School (regulation of the profession and recognition of its importance by the media and society) requires the implementation of its order curriculum and requires ethical concern for others and the environment.

According Daolio (2004: 9), EF, "can broaden your horizons, abandoning the idea of area that studies human movement (...) to become an area that considers the human being eminently cultural."

The literature review confirmed that there is a dearth of research involving the learning of ethical care by EF. However, through research, the book was contacted by the theologian Leonardo Boff - Know Care: The Ethics of Human - Compassion for the Earth (1999), a work that will be the main reference of this article.

2. OBJECTIVE

Check how EF teachers in public schools and private Region II of the city of Fortaleza, include the possibility of learning the ethics of human being, knowing and caring for another Earth by EF School.

3. KNOW THE PHYSICAL EDUCATION AND CARE

One concern of Leonardo Boff (1999) is the crisis affecting humanity by carelessness. EF turn, also suffers from his dichotomy, driven before caring for the body, then by taking care of body and mind, but both proposals individually.

According to the National Curriculum Parameters (PCN's), one objective of EF is to know and learn about caring for one's own body or another quote from the text, take care of itself as an integral element of the environment in which they live (BRAZIL, 1998). However according to the Collective of Authors (1992: 51) "care of the body also means taking care of the new society under construction".

Boff (1999) discusses the need for humans to develop the capacity to care for themselves, the people and all nature, because the lack of care is constantly present in our day.

Referring again to the PCN's, the document reinforces the idea that "mutual respect, justice, dignity and solidarity can be exercised during the PE classes" (BRAZIL, 1998: 34). This statement reinforces the ideas of Boff (1999) in relation to ethics and human holistic philosophy he preaches.

Another similarity emerges in relation to the environment when the PCN's report that the care of the planet can be a great advantage because it "awakens to the realization that human beings are integral parts of the environment" (BRAZIL, 1998: 40).

According to the Federal Council of EF (CONFEF) in his paper on professional intervention: The work of EF is a specialist in physical activities, in its various manifestations (...), thus contributing to the achievement of autonomy, self-esteem, cooperation, solidarity, integration, citizenship, social relations, the preservation of the environment (...). (CONFEF, 2002).

Thus, it is possible to relate the ethics advocated by Boff (1999), know each other and take care of the environment, is considered one of the interventions of professionals EF. Objectives to be achieved to contribute to the autonomy, self-esteem, cooperation, solidarity, integration, citizenship and environmental preservation must take care to know.

Fonseca (2002) states that we must find a didactic-pedagogical approach to the teaching activities of the PE teacher and that this proposal does not reduce to only get a recipe or methodology of such a merely instrumental teaching, we intend to propose a reflection overcome the idea of just "know how" or "how." It is necessary to train students questioners seeking answers to the questions of "why and what to do?".

Through these questions, students can overcome the idea of taking care only of themselves, their body and mind. The responses can lead to reflection and care for others and the planet we live can be the solution to the live well, in peace and harmony, emphasis should be on the emotional.

4. METHODOLOGY

This study used a descriptive field research with a quantitative approach. The scenario for the study was the city of Fortaleza, specifically the area identified by the city as Regional II, where they are located public and private schools.

The survey sample consisted of 60 teachers (30 from public schools and 30 private schools). The inclusion criterion used was that teachers be trained in EF. Exclusion criteria were those teachers who did not teach the discipline of EF or who refused to sign the consent form.

As data collection, by applying a closed questionnaire containing five questions on the proposed topic.

The statistical analysis was descriptive and will be presented graphically. Defined as the quantitative research seeks to quantify the data and apply some form of statistical analysis (Malhotra, 2001, p. 155)

All involved were informed about the aims and objectives of the study and had their identities preserved.

5. RESULTS AND DISCUSSION OF DATA

In the first intervention, teachers were asked if the EF should care: body, mind, of both the others, the environment or all of the above. The answers: 18 teachers responded that the EF only takes care of the body, two said that discipline only takes care of the mind, pointed out the third option 24 (EF takes care of the mind and body), none of the participants marked the fourth or

fifth alternative and , 16 teachers indicated that the latter option.

The answers reinforce the idea that EF is concerned with the body and mind, remembering the motto mens sana in corpore sano, is still high but the number of teachers who think the discipline only as a caretaker of the body, however it was observed a considerable number of teachers who believe that the EF must take care also of others and the environment.

In the second question, teachers were asked about the possibility of learning to take care of each other through the EF. Of those involved, 54 said that this would be a likely possibility and 6 responded that this alternative would be impossible.

In this aspect, it was announced that most of those involved was receptive to the proposal of caring for others through the EF, so the debate on the issue presented here should be performed.

The third question was asked to be involved, actions such as care, love and compassion could be stimulated with the practice of EF. We obtained 58 positive responses and only 2 negative.

Again, most participants understand the need to stimulate EF human values. The answers come back to cause concern in the current PE, reinforcing what has already been quoted in this article that the discipline must overcome their initial ideas where the care of body and mind were later central objectives. The care of each other, through the practice of EF, can and should be encouraged.

Still on the same subject the previous question was asked if the teachers were planning situations, lessons, games or practices with the goal of developing an eye for near. The answers this question, reflect the technical nature of the EF as 38 teachers admitted that they had never thought of thinking about program activities in the situations cited as the key objective of their classes, 14 said they had thought a few times and eight say they never have planned their practices with this purpose.

Finally, the last question, which involved the issue of caring for the environment. Those involved were asked whether, in their classes, the subject was covered. This being a featured content by the media, it was observed that 53 teachers indicated that they often used the theme in their classes, 4 resorted to the subject three times and reported that they had never used the content in their classes.

6. CONCLUDING REFLECTIONS

It is concluded that the teachers involved can realize through the practice of caring EF, beyond body and mind of his students, the next and the environment. We also noticed that, despite this understanding, they lack planning and effort to enter through the session content in your practice.

The issue related to ethics proposed by Boff (1999), must be present in discussions on EF and ethics, because it represents a new theory for this discipline involving the care of others and the environment.

It is proposed that the PE teachers reflect on their practice beyond the technical and physical trend only this type of teaching, which through their classes can provide a caring learning the knowledge of others, providing content to apply their knowledge to take care of the environment.

It is suggested to them, a greater effort to acquire ethical and humanistic knowledge, seeking the full development of his students, overcoming the physical care and reaching the care of others and the planet we live on.

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ETHICS AND HUMAN CARE AND EDUCATION PHYSICAL EDUCATION: A STUDY WITH PROFESSOR OF DISCIPLINE

ABSTRACT

Physical Education is considered a profession in the area of scientific knowledge and discipline required of the school curriculum. In this article, the role of Physical Education professional is questioned on ethical concern with the environment and takes care of themselves and others. Aiming to verify how the EF school teachers, the public and private schools understand the need and possibilities of application of the curriculum content of education, this study used a descriptive field research with a quantitative approach. The scenario for the study was the city of Fortaleza, in the Regional II. Sixty teachers participated in the survey (30 from public schools and 30 private schools). Data collection was done from the application of a closed questionnaire containing five questions on the proposed topic and fulfilled the criteria for inclusion and exclusion, as well as the processes of ethical research. It is concluded that the teachers involved, believe it is possible through the practice of caring EF: the body and mind of his students, the next and the environment.

KEYWORDS: Physical Education, Ethics and Human Care

ETHIQUE ET SOINS HOMME ET L'ÉDUCATION L'ÉDUCATION PHYSIQUE: UNE ÉTUDE AVEC PROFESSEUR DE DISCIPLINE

SOMMAIRE

L'éducation physique est considérée comme une profession dans le domaine de la connaissance scientifique et la discipline nécessaires sur les programmes scolaires. Dans cet article, le rôle de l'éducation physique et de la formation interrogés sur les préoccupations éthiques de l'environnement et prendre soin de soi et des autres. Visant à vérifier comment les enseignants des écoles EF, les écoles publiques et privées à comprendre la nécessité et les possibilités d'application du contenu des programmes d'enseignement, cette étude a utilisé une recherche sur le terrain descriptif avec une approche quantitative. Le scénario de l'étude était la ville de Fortaleza, dans la région II. 60 enseignants ont participé au sondage (30 dans les écoles

publiques et 30 écoles privées). La collecte des données a été faite de l'application d'un questionnaire fermé contenant cinq questions sur le sujet proposé et a rempli les critères d'inclusion et d'exclusion, ainsi que les processus de la recherche éthique. Il est conclu que les enseignants concernés, estiment qu'il est possible à travers la pratique des soins EF: le corps et l'esprit de ses élèves, le prochain et l'environnement.

MOTS-CLÉS: Éducation Physique, L'éthique et les soins de l'homme

ÉTICA Y EL CUIDADO HUMANOS Y EDUCACIÓN EDUCACIÓN FÍSICA: UN ESTUDIO CON EL PROFESOR DE LA DISCIPLINA

RESUMEN

La educación física es considerada una profesión en el área de conocimiento científico y la disciplina que se requiere de los programas escolares. En este artículo, el papel de la Educación Física y Entrenamiento cuestionado por la preocupación ética con el medio ambiente y cuidar de sí mismos y otros. Con el objetivo de verificar cómo los profesores de la escuela EF, las escuelas públicas y privadas comprendan la necesidad y posibilidades de aplicación de los contenidos curriculares de la educación, este estudio utilizó una investigación de campo descriptivo con un enfoque cuantitativo. El escenario para el estudio fue la ciudad de Fortaleza, en la Regional II. 60 profesores participaron en la encuesta (30 de las escuelas públicas y 30 escuelas privadas). La recolección de datos se realizó a partir de la aplicación de un cuestionario cerrado que contiene cinco preguntas sobre el tema propuesto y cumplieron con los criterios de inclusión y exclusión, así como los procesos de la investigación ética. Se concluye que los profesores implicados, creemos que es posible a través de la práctica del cuidado EF: el cuerpo y la mente de sus alumnos, el próximo y el medio ambiente.

PALABRAS CLAVE: Educación Física, Ética y Atención Humanitaria

ÉTICA HUMANA E O CUIDADO NA EDUCAÇÃO FÍSICA ESCOLAR: UM ESTUDO COM PROFESORES DA DISCIPLINA

RESUMO

A Educação Física é considerada uma profissão da área de conhecimento científico e uma disciplina do currículo escolar obrigatório. Neste artigo, o papel do Profissional Educação Física e questionado, sobre a preocupação ética, com o meio ambiente e o cuidar de si e do próximo. Tendo como objetivo verificar como os professores da EF escolar, do ensino público e privado compreendem a necessidade e as possibilidades de aplicação destes conteúdos na grade curricular de ensino, Utilizou-se neste estudo uma pesquisa de campo descritiva com uma abordagem quantitativa. O cenário para a realização do estudo foi a cidade de Fortaleza, na Regional II. Participaram da pesquisa 60 professores (30 de escolas públicas e 30 de escolas particulares). A coleta de dados foi feita a partir da aplicação de um questionário fechado contendo cinco questões sobre o tema proposto e cumpriu os critérios de inclusão e exclusão, assim como os processos éticos da pesquisa. Conclui-se que os professores envolvidos, acreditam ser possível através da prática da EF o cuidar: do corpo e da mente de seus alunos, do próximo e do meio ambiente.

PALAVRAS-CHAVE: Educação Física Escolar, Ética humana e Cuidado