112 - THE PEDAGOGICAL PRACTICE OF THE PHYSICAL EDUCATION TEACHER AS A RELEVANT AGENT IN CLARIFYING THE HEALTH CONSEQUENCES OF OBESITY OF ADOLESCENTS.

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First, we must understand that there are different definitions for obesity in literature. The real concept may be simple and clear but its causes and consequences seem to broaden the understanding of this topic.

Obesity is a disease that is increasing significantly and becoming common worldwide, affecting all social classes. For better understanding of obesity, we rely on the following definition: Disturbance of nutritional status translated by fat tissue increased, reflect of excessive fat resulting in positive energy balance in relation intake / caloric expenditure (Saito, 2001). The meaning of obesity according to Saito (2001) is that it is derived from the Latin "obedere" and means "overeating". From the concept presented above and their meaning we can have a better understanding what obesity is.

According to Frelut & Navarro (2000), obesity is defined as an excessive accumulation of fat mass. This concept is similar to that of Barbosa (2004), where it says that obesity refers to a condition in which a person has excessive body fat, and Andrade (2006), which defines obesity as a disease resulting accumulation of abnormal or excessive fat in the form of adipose tissue, so that it can result in injury to health. In addition, there are different concepts about obesity, a fact that seems to be interconnected in various settings made by the authors, which is obesity being a multifactorial pathology.

Ades and Kerbauy (2002) state:

> Obesity is considered a chronic, multifactorial disease, and it is characterized by excessive accumulation of fat in the body. It is a risk factor for serious diseases, such as diabetes, cardiovascular diseases, hypertension, reproductive disorders in women, some cancers and respiratory problems.

Pollock, Wilmore & Fox (1993) classify the obesity in two types: endogenous and exogenous. Endogenous obesity happens when it is acquired by internal factors, such as genetic, metabolic changes. Exogenous obesity is achieved by external factors or behavioral, such as poor diet and/or lack of physical activity.

Guedes & Guedes (1998) believe that exogenous causes account for more than 95% of worldwide cases of obesity; We report three of these main causes: the greater availability of food hyperlipid (rich in fats and high glycemic index); the rapid change of the active lifestyle to a sedentary lifestyle (absence of daily physical activity and volunteer) and the increase in the quantities of food.

Proving that in the literature the percentages are real and true versus failure with Escrivão et al (2000), which cites the endogenous obesity (determined by internal factors) presenting itself as only 2% to 5% of causes related to genetic syndromes, endocrine disorders or tumors (hormonal).

According to Bouchard (2003), it is noticed an increase of sedentary lifestyle with decreased spontaneous search for physical activity and physical activity as leisurely and daily activity.

A study done by Drachler (2003) showed that the number of hours in which a teenager watches television is an important factor in the relationship between physical inactivity and obesity.

This fact demonstrates the importance of parents and teachers observing the attitudes of children and students, ensuring they have a daily life with plenty of physical activity, recreation or not. The participation of both in the everyday life of the child can help reducing childhood obesity index, because they have a very important role in encouraging their children and students in the quest for quality of life. And their role goes beyond trying to verbally motivate children in physical activity and good nutrition, but in practice with the good example. If parents have a regulated nutrition and take an interest in physical activities, their children consequently will feel pleasure in their parents' activities, especially at this time of life in which parents are seen as heroes and taken as examples, and also if teachers develop pleasant activities that encourage the practice of physical activities, this picture could be changed.

For Dâmaso and Tock (2005), the family is the primary social support to control and prevent childhood obesity, interfering positively in adequate supply of food, stimulating the active leisure, and controlling behaviors and habits like: eating quickly, eating in front of the TV, having scheduling meals, avoiding meals at wrong times, excessive appreciation for food, and rewards like candy, fast food, should be avoided to encourage good nutrition. Then, teachers should encourage and remind parents about the importance of this control.

According to Dâmaso and Tock (2005), the most important risk factor for the onset of obesity in children is the presence of it on their parents' life, with the sum of genetic and environmental influences. To confirm this claim, we have Viuniski (2000) demonstrating some studies carrying out with the relatives of obese. It showed if father and mother are obese, 2/3 of the children will also be. If only one parent is, the risk of obesity in children has decreased, dropping to 50%. And if both parents are skinny people, children will have a risk of less than 10% to be obese. Studies with the same references reveal that half of obese children at six months and 80% of those with 5 years will be overweight forever. An obese teenager has more than 70% of chance of being an obese adult.

Foss & Keteyan (2000) report that obesity is associated with many other diseases like diabetes (mostly type II), coronary disease, psychological disorders, kidney disease, hypertension, cerebrovascular accident (CVA), stroke, liver ailments, some types of cancer, hyperlipid, sleep and mood disorders , vesicular disease and some biomechanical problems. The case of a person being overweight does not necessarily mean that it will impact other pathologies, but it is significantly greater risk of having several diseases, such as the ones mentioned above. Nahás (1999) asserts that obesity is a public health problem because it makes the body prone to disease and premature death.

Reviewing some physical education programs in schools, where we related the trends that influenced throughout its development, until the present day. We discussed issues about the role of physical education in search for health through lessons and the benefits of pedagogical practice of the physical education teacher clarifying the consequences of obesity and its associate diseases.

With respect to physical education in the school context, Guedes (1999, p. 1) states that:

> Physical education curricular component discipline remains in the Brazilian educational system. Historically, their stay in the school curriculum has been justified on the basis of comprehensiveness and pseudo effectiveness of biopsychosocial development in sports and youth culture.

Based on the above information, it can be noticed that school physical education programs seek to work with emphasis on competitive sports, starting in the second cycle of elementary school, although they can start early, throughout the period of schooling as stated by the same author.

Based on information in the literature, Guedes (1999) describes some authors (Corbin, Fox & Whitehead, 1987; Sallis & McKenzie, 1991; Sparkes, 1987), and says it has verified that the expectations of the programs of teaching of school physical education in the last century, were the most effective education of young people in all their school time, with the emphasis in this approach of sports activities offered in the curriculum.

Betti and Zulliani (2002) reports that:

> Physical education, as a discipline in the curricular component of basic education in the Brazilian educational system, has the duty to take the introduction and integration of the students body culture movement with the aim of forming citizens who will "produce it, reproduce it and transforming it, by actually Incrementing them" to enjoy games, sports, dance and rhythmic activities of gymnastics and physical fitness practices in search of a healthier lifestyle.

Betti and Zulliani (2002) when they commented about the history of physical education, said that the Brazilian educational tradition, since 1920, has physical education as complementary activity and that isolates school curricula, and most of the time, its purpose is determined from the outside in, as for example, the training of militarism, eugenics, the nationalism and teachers aiming at the preparation of athletes. Today this situation is back with the thirst for participation and/or formation of high performance athletes stimulated by HUGE EVENTS that will take place in this decade in the Brazilian territory.

Returning to Guedes (1999), after the influences of medical, military, biopsychosocial and sports areas, leading to believe that the prospects of development of school physical education programs in the 21st century necessarily should be based on a new trend: the health education. In this trend, the school physical education programs should prepare learners for a permanent and active lifestyle, in which health-related physical activities become a whole part of their daily lives throughout life.

The problem of this study is how the pedagogical practice of physical education teacher in the classroom helps to clarify the consequences of obesity in adolescents ' health?

The justification is that obesity is linked to several health problems and compromises the quality of life of adolescents. The physical education teacher, in his lectures, has as one of its objectives to clarify the causes and consequences involving obesity, favoring a better education for his students and consequently helping in your lifestyle.

The objective of this study is to clarify the contribution of pedagogical practice of the physical education teacher in the development of knowledge, causes and consequences of obesity in adolescent health.

METHODOLOGY

The present study used in the literature review the following keywords: obesity, adolescents and physical education. The preventable events analyzed in the literature are diseases. The study of diseases that have advantages and disadvantages. One of the drawbacks is the fact that diseases represent only the tip of the problem and the lack of effectiveness of the healthy habits and obesity prevention were analyzed. However, many are the advantages of this crop, to avoid obesity, including: the practice of oriented physical activity and healthy habits. Thus, this review looks at the consequences, negative causes and positive habits to prevent disease.

CONSIDERATIONS

We believe that after relating the causes and consequences which are directly associated with OBESITY and analyzing the trends of physical education in the past century and in this home as well, according to Guedes (1999), we propose that physical education teachers perform an assessment on their students so simple even with the BMI (body mass index) which is not the most secure method to assess whether a person is overweight or not though; it is considered by Giugliano et. Al (2004) as a viable alternative, low cost and suitable for measuring body fat because of the difficulties of obtaining methods with high financial costs thereby making these impractical or not feasible in the current social context of Brazilian education. According to Escrivao et. Al, (2000) for teens, the use of BMI has been validated in many studies, showing high specificity for the diagnosis of obesity, we can think of an interaction of Physical and Health Education in the school context as the development and discussions of issues to search for your health. These issues would bring a consensus on the contents dealt with in everyday life of the student, the importance of physical activity, the benefits of healthy eating, among other topics related to health education. In schools the frequency of Physical Education discipline has a lower production to the capacity that it is charged, and then the teacher should have in their pedagogical practice to guide your student to develop an active lifestyle, so that such education and practice not be restricted only at school, but is taken as a habit for his adult life. Following the assumptions of the above trends and taking into consideration the current concept of health, which for Bouchard et. Ali, (1990) is classified as positive health associated with the ability to enjoy life and to withstand the challenges of everyday life, and not merely the absence of disease; While the negative health is associated with morbidity and mortality in the extreme, requiring ever greater participation of didactic-pedagogical field, we perceive just as Guedes (1999) that medical trends, military, sports, the biopsychosocial physical education in dealing with non-health aims to pursue his promotion effectively. It is true that the theoretical assumptions that guided each of these trends seek to recognize the existence of the health goals; However, in real practice, it does not become present.

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ABSTRACT

Obesity is a disease that is increasing significantly and becoming common worldwide, affecting all social classes. It is defined as an excessive accumulation of fat mass. Pollock, Wilmore & Fox (1993) classified obesity into two, endogenous and exogenous. According to Bouchard (2003) observed an increase in sedentary lifestyle with decreased spontaneous search of physical activity and physical activity as both leisure and everyday. This fact demonstrates the importance of observing teachers in the attitudes of students, and to encourage those who have a life with enough daily physical activity, recreational or not. We analyze some physical education programs, which relate trends that have influenced them throughout their development until the present day. We approach issues about the acting of physical education in the pursuit of health through their classes and the benefits of pedagogical practice of physical education teacher in clarifying the consequences of obesity and associated diseases. The problem of the study was how the practice of teaching physical education teacher in the classroom helps to clarify the consequences of obesity in adolescent health? The justification was that obesity is related to many health problems and compromises the quality of life of adolescents. The aim of this study was to clarify the contribution of pedagogical practice of Physical Education Teacher in the development of knowledge about the causes and consequences of obesity in adolescent health. The methodology used is a literature search of the following keywords: obesity, adolescent and physical education. We consider such as Guedes (1999) that in the medical trends, through the military, biopsychosocial until sports, the physical education in health doesn't have as aim to pursue its promotion effectively even in the present day.

KEYWORDS: Obesity, School Physical Education, Health.

LA PRATIQUE PÉDAGOGIQUE DU PROFESSEUR D'ÉDUCATION PHYSIQUE COMME AGENT PERTINENTE POUR CLARIFIER LES CONSÉQUENCES DE L'OBÉSITÉ SUR LA SANTÉ DES ADOLESCENTS.

RÉSUMÉ

L'obésité est une maladie qui augmente de manière significative dans le monde entier et de maniéres communs, touchant toutes les classes sociales. Il est défini comme une accumulation excessive de la masse grasse. Pollock, Wilmore et Fox (1993) classé l'obésité en deux, endogène et exogène. Selon Bouchard (2003) ont observé une augmentation de la sédentarité à la recherche spontanée diminution de l'activité physique et l'activité physique comme les loisirs et tous les jours. Cela démontre l'importance du respect des enseignants dans les attitudes des élèves, et d'encourager ceux qui ont une durée de vie de l'activité physique quotidienne suffisante, récréatives ou non. Nous analysons les programmes d'éducation physique, qui concernent les tendances qui les ont influencés dans leur développement jusqu'à nos jours. Nous nous adressons à des questions sur le rôle de l'éducation physique dans la poursuite de la santé par le biais de leurs classes et les avantages de la pratique pédagogique des enseignants d'éducation physique à clarifier les conséquences de l'obésité et des maladies associées. Le problème de l'étude était de savoir comment la pratique de l'enseignement professeur d'éducation physique à l'école permet de clarifier les conséquences de l'obésité sur la santé des adolescents? La justification était que l'obésité est liée à plusieurs problèmes de santé et compromet la qualité de vie des adolescents. Le but de cette étude était de préciser la contribution de la pratique pédagogique des enseignants d'éducation physique dans le développement des connaissances sur les causes et les conséquences de l'obésité sur la santé des adolescents. La méthodologie utilisée est une recherche documentaire sur les mots-clés suivants: obésité, l'éducation des adolescents et physique. Nous nous sentons comme Guedes (1999) que l'évolution des dépenses de santé par les militaires jusqu'à ce que les sports biopsychosociaux, l'éducation physique dans la santé n'est pas l'intention de poursuivre sa promotion efficace, même à l'époque actuelle.

LA PRÁCTICA PEDAGÓGICA DEL PROFESOR DE EDUCACIÓN FÍSICA COMO AGENTE RELEVANTE EN EL ESCLARECIMIENTO DE LAS CONSECUENCIAS DE LA OBESIDAD EN LA SALUD DE LOS ADOLESCENTES.

RESUMEN

La obesidad es una enfermedad que está aumentando considerablemente y tornándose común por todo el mundo, afectando a todas las clases sociales. Se define como una acumulación excesiva de grasa corporal. Pollock, Wilmore y Fox (1993) clasifican la obesidad en dos, endógenos y exógenos. Según Bouchard (2003) se observa un incremento en el estilo de vida sedentario con disminución a la búsqueda espontánea de la actividad física y de la actividad física, tanto para el ocio como

para todos los días. Este facto demuestra la importancia de la observación de los maestros en las actitudes de los estudiantes, y para estimular aquellos que tienen una vida con actividad física diaria suficiente, recreativas o no. Analizamos algunos programas de educación física, donde relacionamos las tendencias que han influenciado a lo largo de su desarrollo hasta nuestros días. Abordamos cuestiones sobre el papel de la educación física en la búsqueda de la salud a través de sus clases y los beneficios de la práctica pedagógica del profesor de educación física en el esclarecimiento de las consecuencias de la obesidad y las enfermedades asociadas. El problema del estudio fue ¿Cómo la práctica de la enseñanza del profesor de educación física en el aula ayuda a aclarar las consecuencias de la obesidad en la salud de los adolescentes? La justificación fue que la obesidad está relacionada con muchos problemas de salud y compromete la calidad de vida de los adolescentes. El objetivo de este estudio fue aclarar la contribución de la práctica pedagógica del profesor de Educación Física en el desarrollo del conocimiento sobre las causas y consecuencias de la obesidad en la salud de los adolescentes. La metodología utilizada fue una búsqueda en la literatura de las siguientes palabras clave: obesidad, adolescentes y educación física. Consideramos tal como Guedes (1999) que en las tendencias médicas pasando por los militares, biopsicosociales hasta los deportes, la educación física en la salud no tiene como objetivo perseguir su promoción de manera efectiva, incluso en nuestros días.

A PRÁTICA PEDAGÓGICA DO PROFESSOR DE EDUCAÇÃO FÍSICA COMO AGENTE RELEVANTE NO ESCLARECIMENTO DAS CONSEQUÊNCIAS DA OBESIDADE NA SAÚDE DOS ADOLESCENTES.

RESUMO

A obesidade é uma doença que vem aumentando significativamente e se tornando comum pelo mundo, atingindo todas as classes sociais. É definida por um acúmulo excessivo de massa de gordura. Pollock, Wilmore & Fox (1993) classificam a obesidade em duas, endógena e a exógena. Segundo Bouchard (2003) observa-se um aumento do sedentarismo com diminuição da busca espontânea de atividade física e da atividade física como lazer e ambas cotidianas. Esse fato demonstra a importância da observação dos professores nas atitudes dos alunos, e estimular com que esses possuam uma vida diária com bastantes atividades físicas, recreativas ou não. Analisamos alguns programas de educação física escolar, onde relacionamos as tendências que os influenciaram durante todo o seu desenvolvimento, até os dias de hoje. Abordamos assuntos sobre a atuação da Educação Física Escolar na busca pela saúde através de suas aulas e os benefícios da prática pedagógica do professor de educação física no esclarecimento das consequências da obesidade e patologias associadas. O problema do estudo foi como a prática pedagógica do professor de educação física nas aulas contribui para esclarecer as consequências da obesidade na saúde do adolescente? A justificativa foi de que a obesidade está relacionada a diversos problemas de saúde e compromete na qualidade de vida do adolescente. O objetivo do estudo foi esclarecer a contribuição da prática pedagógica do Professor de Educação Física no desenvolvimento do conhecimento sobre as causas e consequências da obesidade na saúde do adolescente. A metodologia utilizou-se de uma busca na literatura das seguintes palavras-chave: obesidade, adolescente e educação física. Consideramos assim como Guedes (1999) que nas tendências médica, passando pela militar, biopsicossocial até a esportiva, a educação física no que trata a saúde não tem como objetivo perseguir a sua promoção de forma efetiva mesmo em dias atuais.

PALAVRAS CHAVES: Obesidade, Educação Física Escolar, Saúde.