58 - TESTING NEW EPISTEMOLOGICAL BREAK PHYSICAL EDUCATION.

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INTRODUCTION

The evolution of methods of physical education and science dichotomy as education and health, to enable discussion of the current paradigm of physical education. In this direction,we target this article from the following question: What were the changes of physical education facing the construction of knowledge beyond the human machine?

It is intended that this understanding generates an explanation phenomenal and that this, in turn, prove what is common sense to the epistemological knowledge of Physical Education.This study justifies the use of the term motor in place of the term psychomotor. The term motor learning and better defined the influences on literacy development of children using the motor and the external influences and diversity of the human being.This paper is structured as follows: in the next section we describe the materials and methods, the third discourse about physical education, which now has theoretical support of various areas Sciences biological, psychological, social, political and economic, using the Culture body Movement and other activities according to Dario (2003). And the production of knowledge in Brazil in the mid-1970sto the present day, with changing conceptions of physical education in school, the varioustransformations and new approaches described by Melo (1999) and Muñoz(1990,2001,2002,2004, 2007).Finally we conclude that the term motor function called by teacher Sergio Manoel is sufficient to identify the evolution of physical education, motor and the word appears intentional move, move with purpose and transcendent movement.

MATERIAL AND METHODS

The method used was the bibliography, being a type of qualitative research literature, as described in Thomas and Nelson (2007). In this study we used literature from different sources in the areas of Physical Education, Pedagogy and Psychology, as queries on the subject of motor development and literacy process of children.

LITERATURE REVIEW

A brief history of studies of physical education becomes relentless in seeking answers through science, but it is made by man and man is only changeable and always recreates itself, research studies of the evolution of physical education and their changes. According Ghiraldelli (1998), there is virtually no major theoretical efforts towards composing a classificatory framework can provide researchers with a reasonable outline on current trends and guiding of physical education in Brazil. From the data surveyed by Melo (1999), Muñoz (2001) you can redeem five trends of the Brazilian Physical Education: Hygienist (until 1930), Warlord (1945 to 1964); Competitivista the (post-64 to 1985) and Popular (1985).

The Physical Education Hygienist was a trend particularly strong in the final years of the Empire and the period of the First Republic (1889-1930), which introduces the concept of "healthy mind in healthy body", emphasizing health foreground, sustained in liberal thought. Sees an opportunity and the need to solve the problem of public health through education with the purpose of winning a "free society of infectious diseases and addictions deteriorating health and character of the man of the people."

In 1945, the design hygienist is broken and is driven Physical Education Warlord, the current academia, politics, journalism, among others. Not to be confused with Physical Education Physical Education Military Warlord, where the gym was used for physical maintenance men of the corporation. The design seeks to impose a militaristic society as a whole stereotyped patterns of behavior, conduct disciplinary own fruits of the scheme barracks. "Elites conductive."

In the years 1950 and 1960 Physical Education Pedagogicista arises, it can be said that is sustained, as the Hygienist in shades of liberal thought, is a concept that integrates physical education as "educational discipline par excellence" within the public education. This concept instigates the need for society to recognize the physical education not only as a practice can promote health or disciplinary youth, but as an eminently practical education.

In 1964, the Physical Education Competitivista emerges gradually and the "top-level sport", coming as mere appendage of a project that focuses on Athletic Training. This trend was in the service of a social hierarchy and elitism. Their primary goal was to characterize the competition and overcoming individual as core values and desired for a modern society.

Since 1974 there has been a breakdown of the industrial bourgeoisie, the people get rid of tecnoburguesia military and civilian. People born in Physical Education in 1985, a concept that emerged from the practice of social workers and, in particular, the initiatives of groups linked to the forefront of the Labor Movement and Popular.

In the course of trends Pedagogicista, Competitivista Popular and Professor of Physical Education was seen as an intellectual. Born directions to a physical education and social critic of the content.Being appreciation motor and cognitive features with emphasis on studies of psychomotor.Was focused to "Critical Physical Education." The teacher is an "educator" is "a professional paramedic," is "a scientist of human movement," The dichotomy of Health Education and Physical Education appears to be taking a daily basis, according to their placing on the market of work. The professional regardless of specialty of their work is first and foremost an intellectual.

And fundamentally a teacher "educator of the movement."The physical education teacher, is now focusing its actions based on child development, with the act of learning, with cognitive processes, affective and psychomotor, seeking to ensure the education of the student, who initially was proposed only in programs special schools for students with physical andmental disabilities as Vitor da Fonseca (1976,1984,1992).

With the deepening of the psychomotor educators move beyond that and say good psychomotor development provides students some of the basic skills to perform well in school. Vitor da Fonseca (1999.2001) addresses the psychomotor characterized by an education that uses body movement to achieve more elaborate further acquisitions, as intellectuals.

THE PEDAGOGICAL PROPOSALS PHYSICAL EDUCATION

These discussions did not stop and tried new proposals in physical education pedagogy, for example, in studies in developed by Oliveira (1988, 1992), Bracht (1989, 1992), Guilhermeti (1991), Kunz (1991, 1994) and other, which sought to demonstrate that the methodologies of teaching of physical education are proposed in several cases, even before they are discarded tested and put into practice effectively due to various factors. Among these factors may be found: the lack of preparation of teachers to face new methodological strategies, lack of interest in stimulating new methodological approaches, the job security that teachers have within theeducational system and the fear of instability ahead to new content and methodological strategies. (OLIVEIRA, 1997)

For this author, the Physical Education account today with four prominent proposals, namely the Open Methodologies of Teaching;-Critical overmastering;-Critical and emancipatory constructivism.

The Methodologies of Teaching Open Reiner had as creators and Ralf Hildebrandt Laging (Germany). Which had foundations with the Sociological Theory of Symbolic Interactionism (Mead / Blumer) and liberating theory of Paulo Freire. Open learning is expressed by stimulating the "subjectivity" of the participants. Highlights the intentions of the teacher and the students' action goals. Looking for a connection with the school learn life movement of students, not only understands the sport as income, considers the needs and interests, fears and sufferings of the students, not the preconditions reduces motor learning. This methodology retains the character of a joke in movement and natural form of students, considers the relationship between movement, perception and realization, enabling students to participate in all stages of the teaching-learning process.

Regarding the methodology devised by overmastering-Critical Group of Authors (1992) has as referential theory of Historical Materialism, Dialectics. It's called Critical-surpassing why has the Critical Design History-as a starting point. In this methodology knowledge is understood as an element of mediation between the student and his grasp (in order to build, demonstrate, explain and understand to be able to act) of the complex social reality in which they live. Its goal is to develop a seizure, by the student body of their culture, understanding it as a constitutive part of their complex social reality. The contents are the basic issues that historically comprise the body culture of man and woman Brazilians: Game / Gymnastics / Dance and Sports.

As for Critical-emancipatory methodology was devised by Elenor Kunz (1994). Its approach is in the Sociological Theory of Communicative Reason by Jürgen Habermas. Has human movement in its goal of their study and sport and social transformations. Your goal is to know and apply the movement consciously freeing themselves coercive structures in order to functionalize and movement. Takes the view that it is necessary that each discipline becomes a real field of study and research. So, we opted for a teaching strategy with the following categories of action: work, interaction and language. Transformation didactic-pedagogic sport.

ValterBracht (1992) presents a pedagogical proposal in Physical Education and diversified, but believes that the current pedagogical practice resists change, ie, that the practice is happening influenced by the paradigm of physical fitness and sport performance, recognizes that different approaches teaching were gestated in the last two decades, which now arise as alternatives to the teaching of Physical Education.

Regarding the methodology based on constructivism was named as such by the same present within the area of Physical Education, a study of pedagogical practices grounded in Piagetian bases and post-Piagetian. Today, several groups of educators are working this trend in order to redirect it and perfect it. In Physical Education already works with the line called social constructivism, a breakthrough, according to educators, constructivism original. The founder was Professor JoãoBatista Freire.

Even if we consider the relevant contributions of the four methodologies such as subjectivity, mediation, sociology of sport pedagogy and reason. Nowadays there is a psychomotor mainly in health, based on scientific criteria that provide the greatest number of information seeking to determine whether such information are interrelated and can serve to draw up plans and strategy for the development of tools and methods for better utilization of individual skills at both the teaching and learning in school. FONSECA V. (, 2001,2005,2009).

PHILOSOPHICAL CONTRIBUTIONS FOR PHYSICAL EDUCATION

Currently in Brazil to discuss the Human Kinetics, understood as a set of skills that enable man to produce knowledge and express themselves. Its the greatest philosopher Prof. Dr. Sergio Manuel, also in Human Movement Science (HCM) a "cultural hybrid", a mixture of science, technology, art, philosophy and common sense. Similarly and according to what the author claims, nearly 40 years ago.

Teacher Manuel Sergio and the International Society of Human Kinetics, a new social and human science, for them, physical education, epistemological and ontological, does not exist because there is a physical education only.

The paradigm discussed in physical education, based on the Science of Human Kinetics, is that man alone, reinvents itself for being unique and human. The teacher and philosopher Manuel Sergio (1974,1976,1977,1982 a, 1982b, 1988,1989,1999,2001,2005,2009), argues that for a long time and to this day still see the physical education teachers on only the physical stereotype for that only the physical look and maybe this does not allow the evolution of the definition in that area physical education is situated.

Still, as, Manuel Sergio motor function characterized by an education that uses body movement to achieve more elaborate further acquisitions, as intellectuals. In this sense, man is the center of everything and with that learning occurs only by the movement, but by many variables, which makes the control of external influences on learning.

Assuming that the humanities and social sciences are studying humans, it is relevant to consider how Jorge Boudin says that every human science studies the way human beings. The Physical Education studies the human child, school, sport. Sport is not just a physical activity, it is a human activity for as everything human is in the sport. Given this, then do not doubt that the physical education teacher to study the human constitutes as an expert in human science.

The physical education teacher who knows the man if only, if only because it reinvents human and unaware of the scientific paradigm, does not know what to study and then live in other areas or analogically's time in medicine, psychology hours or less know and less and more and more until they know nothing of it! He is an expert in humanity. The paradigm must support the method. Sergio Manuel said he articulated the best ideas and the emergence defined the word "motor". The paradigm of physical education professional is the man in intentional movement of transcendence. It is an area in which a person intentionally moves to transcend, to excel. So which is more nuclear in human life is transcendence.

CONCLUSION

With this article, we analyze the evolution of the methods of physical education as a dichotomy between science and education and health also presents a discussion of the current paradigm of Physical Education, with an emphasis on motor skills.

As mentioned in the course of this study Pedagogicista trends, Competitivista Popular and Teacher of Physical

Education was seen as an intellectual. Being focused on a "Critical Physical Education." However it can be stated however that the physical education teacher has academic development and to become a doctor of health who can always have the last word or who really calls the shots on health is the doctor. In the context of education is no different the physical education teacher can specialize and post graduate education, but who will always be the generator project organizer and political pedagogical school is the teacher.

In contrast to this dichotomy, we find from this research in the studies of Teacher Sergio Manoel, the physical education teacher who is unaware then studying the lives analogically or in other areas in medicine, psychology, pedagogy and others. He is an expert in humanity. Identifies the evolution of physical education, which continues to resonate lay people the physical and motility appears intentional movement, moving with purpose, moving with intentionality. Justifies the use of the term motor in place of the term psychomotor. Because according Sergio Manoelpsychomotricity continues in reductionism in which only the physical movement is enough to acquisitions cognitive and psychological. In its place better define motor learning and influences on literacy development of children using the motor and the external influences and diversity of the human being.

With the completion of the survey, it was observed that the concept of education psychomotor can be reviewed with the study of human movement in order to identify these possible developments of Physical Education in motion with intentionality and consciousness. Thus, understood as the Physical Education Science of Human Kinetics, includes humans and their diversity, from their strengths and needs.

So without further ado the study area of Physical Education is the Science of Human kinetics works because humans and their diversity.

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TESTING NEW EPISTEMOLOGICAL BREAK PHYSICAL EDUCATION.
ABSTRACT

This article discusses the evolution of the methods of physical education as a dichotomy between science and education and health also presents a discussion of the current paradigm of Physical Education, with an emphasis on motor skills. Therefore, we investigated the following question:What were the changes of physical education facing the construction of knowledge beyond the human machine?This study was conducted from a qualitative approach has been developed through a literature review with a brief history of the methods and objectives of physical education.With the completion of the survey, it was observed that the concept of education psychomotor can be reviewed with the study of human movement in order to identify these possible developments of Physical Education in motion with intentionality and consciousness. Thus, understood as the Physical Education Science of Human Kinetics, includes humans and their diversity, from their strengths and needs.

KEYWORDS: Trends in Physical Education, Kinetics, Physical Education.

TEST NEW ÉDUCATION PHYSIQUE EPISTEMOLOGIQUE
RÉSUMÉ

Cet article traite de l'évolution des méthodes d'éducation physique comme une dichotomie entre la science et de l'éducation et de la santé présente également une discussion sur le paradigme actuel de l'éducation physique, en mettant l'accent sur les habiletés motrices. Par conséquent, nous avons étudié la question suivante: Quels ont été les changements de l'édifice de l'éducation physique en face de la connaissance au-delà de la machine humaine? Cette étude a été réalisée à partir d'une approche qualitative a été développé par une revue de la littérature par un bref historique des méthodes et des objectifs de l'éducation physique. Avec l'achèvement de l'enquête, il a été observé que le concept d'éducation psicomotricista peuvent être consultés à l'étude du mouvement humain dans le but d'identifier ces évolutions possibles de l'éducation physique dans le mouvement avec l'intentionnalité et de conscience. Ainsi, entendue comme la science de l'éducation physique Human Kinetics, comprend les êtres humains et leur diversité, de leurs forces et leurs besoins.

MOTS-CLÉS: Tendances de l'éducation physique, en sciences, en éducation physique.

PRUEBA DE NUEVA EDUCACIÓN FÍSICA EPISTEMOLÓGICO
RESUMEN

En este artículo se analiza la evolución de los métodos de la educación física como una dicotomía entre la ciencia y la educación y la salud también presenta una discusión sobre el paradigma actual de la Educación Física, con énfasis en las habilidades motoras. Por lo tanto, se determinó la siguiente pregunta: ¿Cuáles fueron los cambios en el edificio de educación física frente al conocimiento más allá de la máquina humana? Este estudio se realizó a partir de un enfoque cualitativo se ha desarrollado a través de una revisión de la literatura con una breve historia de los métodos y objetivos de la educación física. Con la realización de la encuesta, se observó que el concepto de educación psicomotricista puede ser revisada con el estudio del movimiento humano con el fin de identificar estos posibles desarrollos de la Educación Física en el movimiento con la intencionalidad y la conciencia. Por lo tanto, entendida como la ciencia de la Educación Física Human Kinetics, incluye a los humanos y su diversidad, de sus fortalezas y necesidades.

PALABRAS CLAVE: Tendencias en la Educación Física, Motricidad, Educación Física.

ENSAIO DE NOVO CORTE EPISTEMOLOGICO DA EDUCAÇÃO FÍSICA.
RESUMO

O presente artigo aborda a evolução dos métodos da educação física como ciências e a dicotomia entre Educação e Saúde. Além disso, apresentauma discussão do atual paradigma da Educação Física, com ênfase na motricidade. Para tanto, foi investigado a seguinte questão: Quais foram às mudanças da educação física frente à construção do conhecimento além da maquina humana? Esse estudo foi realizado a partir de uma abordagem qualitativa, tendo sido desenvolvido por meio de uma revisão bibliográfica, com um breve histórico dos métodos e objetivos da educação física. Com a conclusão da pesquisa, foi possível observar que a concepção de educação psicomotricista pode ser revista, com os estudos da motricidade humana, tendo em vista que esses possibilitam identificar a evolução da Educação Física no movimento com intencionalidade e consciência. Assim, a Educação Física entendida como a Ciência da Motricidade Humana, compreende o ser humano e suas diversidades, a partir das suas potencialidades e necessidades.

PALAVRAS-CHAVE: Tendências na Educação Física, Motricidade, Educação Física.