100 - PHYSICAL EDUCATION IN SCHOOLS OF PUBLIC HEALTH PROMOTION

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INTRODUCTION

Addressing Physical Education (SPE) within the theme of promoting public health, is a fact that requires a broadening of the focus of study, to first understand what the terms mean health promotion and public health. The understanding of the relationship of two concepts so broad in society, mediated by the instrument of physical education, can not be treated with the simplicity and objectivity of a concept.

The EFE has been extensively targeted for discussion about its social role in order to support his importance as a compulsory subject and its importance in society. These discussions are initiated by studies showing the increasing increase in non-communicable chronic diseases in our society, especially in children and adolescents. It is known that these diseases are in most cases triggered by a set of living habits adopted in childhood (MINISTRY OF HEALTH, 2001).

Sleap (1990) noted that the EFE often presents as education through the physical, but it should also be for the physical education. That is, education about keeping your body in optimal conditions to improve the quality of life should be considered so important as the teaching skills of sports, which often are not abandoned when the school year ended.

Researchers from the area of education, as Armstrong and Sleap (1990), admit that the school, through physical education has an important role to play, whereas the Physical Education working human movement, an important factor in the process of acquisition and maintenance of health.

If not enough the value of a healthy life that has always been associated with physical education, the National Curriculum Parameters (PCN's) also point to the health education "to develop educational activities to bring young people acquire habits of living that lead to practice of physical activities on a continuous basis, allowing the prevention and control of excess body weight "(PCN, 1999, p. 84).

Armstrong (1990) says that the first goal of the inclusion of physical activity related to health in Physical Education should be for children to perform "activity independence", ie, become independent as physical activities. Teachers should help them internalize the motivation to be active, so that at the end of the school year the child continues with an active lifestyle.

The purpose of this article is to stimulate reflection on how the EFE can influence and benefit the health of the population.

METHODOLOGY

The methodology used in this study was a literature review, descriptive in nature, drawn from papers already published, consisting mainly of books and articles from periodicals that address issues and relations between the Health Promotion and Physical Education.

LITERATURE REVIEW

- Understanding health

The World Health Organization (WHO) describes health as well the complete physical, mental and social. This concept became a utopia in the sense that the individual is impossible to reach it in fullness. But it was also an evolution in the concept of a search for this topic, as spun the relationship of health equal to the absence of disease, which minimizes its value.

The social aspect in this concept dictated by WHO plays an essential role in understanding what is health in all its fullness. Another important design issue arose in the final report (Health in shock) of VIII National Health Conference quoted by Minayo (1992, p. 10), this document presents health as "the result of feeding, housing , income, environment, labor, transportation, employment, leisure, freedom, access to land tenure and access to health services. It is thus primarily the result of forms of social organization of production, which can generate large inequalities in living standards. "

Palma et al. (2003, p. 19) adds that seems so "sufficiently clear that health is related to the history of this individual and to society."

When it comes to public health then the weight of the social factor is compounded, and these conditions: food, housing, income, environment, labor, transportation, employment, leisure, freedom, access and land tenure and access to health services gain greater value and weight within the collective. As we think about individual wellness without achieve a collective wellness? The placement of individual health as a goal only hinders its broader reach within society.

- Health Promotion

This term originated by hands of Henry Sigerist and referred according to this author apud Restrepo (2001), actions based on health education and state actions to improve the living conditions of the population. Palma et al. (2003) highlights that when dealing with Health Promotion emphasizes not only the coverage and access to health services, but rather the interrelationships with social equity. Powell et al. (1991) set the theme as a combination of environmental and educational assistance that encourage behaviors or actions which lead to health, focusing on his concept in a more individualized. Already Czeresnia (2003) points out that "traditionally, Health Promotion is defined more broadly than prevention, since the first case of the measures that are not directed to a particular disease or disorder, but rather to help in improving overall health and wellness.

What we notice is that in the "Promotion" there is a greater involvement with the issue of commitment to overall health and well-being of the individual, while in "Prevention", what happens is a more specific concern, with a focus on fighting illness or commitment to the reduction of a risk factor.

- Health and physical activity

There is no doubt of the association between preservation of health and physical activity, and this is proven this in

several studies (Groot et al., 2004, Prentice et al., 2004; Lees and Booth, 2004) but most people still have a sedentary lifestyle. In Brazil most of the students do not have regular physical education classes (Neri et al., 2003) and a study in the public schools of Rio de Janeiro pointed sedentary index of 85% among adolescent males and 94% in female (SILVA & MALINA, 2000 apud Alves et al., 2005).

Powell et al. (1991) states that the school has a fundamental role on the Promotion of Health, she is responsible for transmitting the best personal choices and responsibilities and an appropriate social environment. In the case of physical education and responsibility increases, according to the National Curricular Parameters (1998), the relationships established between the transversal theme Health and Physical Education "are almost immediate and automatic when considering the proximity of the objects of knowledge involved and relevant in both approaches.

- School physical education and health promotion

To understand this new design of physical education, is required a brief analysis about references the work of the Physical Educator at school.

Today throughout the Brazilian territory, we can cite as a benchmark of quality for the school National Curriculum. This presents as a guiding principle the inclusion of students in the Body Culture Movement (CCM), to reverse the traditional profile seletista, a result of years of overvaluation of the movement and the motor efficiency (PCN's, 1998). With this expected to arouse in all the pleasure of the physical practice, perpetuating the same CCM, so that they take this habit for life.

Sedentary lifestyle in adulthood, is today considered one of the main risk factors in the world, studies show that in recent years the rate of physical inactivity has done only grow in this age group (Barros & NAJA, 2001; HALLAL et al., 2003) .

Alves et al. (2005) in a study with 170 students of medicine stage at Childrens Institute of Pernambuco (IMIP) found that only two of 34 teens who did not practice regular physical activity during two years of his teens, became adults physically assets. This result along with other research (Tammelin et al., 2004; Hirvensalo et al., 2000) show that being physically inactive during adolescence appears to increase the likelihood of sedentary habits in adulthood. Motta et al. (2003) complements saying that the habit of regular sports practice is acquired since childhood and provided for pleasure during activities there are the probability that extends throughout life

FINAL CONSIDERATIONS

It was verified through this study, the strong relationship between physical inactivity in childhood and adolescence and sedentary lifestyle in adulthood. This affinity worries us because of diseases that can arise due to lack of physical activity practice as emphasized Guedes & Guedes (1993), to say that currently over 40% of the causes of deaths are due to a lifestyle little healthy in terms of habits related to diet and physical activity.

Bar-Or (1987) also presents his defense to promoting active lifestyles in school to emphasize that the school is really the only place where all children, without restriction of education, training, sex, race and past atletico have the opportunity to benefit from such experiences.

Believed to be the role of physical education educating through physical activity. Educate the school community that the physical aptitude, the practice of physical activity and good eating habits are important to all individuals at all ages, especially for those who need it most: the sedentary and obese.

Thus, it becomes important to offer teens knowledge about the benefits and harms of the practice and lack of physical activity to health, so that they can adhere to this practice autonomously and that it will be part of your daily routine.

Finally, is important the understanding that health is gained through changes in attitudes and habits of the daily lifestyle of children and adolescents, since the habits relating to promotion of health should be cultivated throughout life and not just used for a particular purpose momentary.

We conclude the importance of physical education in health promotion, which is meant beyond the physical walls and school age, making him a valuable social tool.

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PHYSICAL EDUCATION IN SCHOOLS OF PUBLIC HEALTH PROMOTION

ABSTRACT

The Scholar Physical Education (SPE) has been extensively targeted for discussion about its social role in order to support his importance as a compulsory subject and its importance in society. Researchers from the area of education, as Armstrong and Sleap (1990), admit that the school, through physical education has an important role to play, whereas the Physical Education working human movement, an important factor in the process of acquisition and maintenance of health. The purpose of this article is to stimulate reflection on how the SPE can influence and benefit the health of the population. The methodology used in this study was a literature review, descriptive in nature, drawn from papers already published, consisting mainly of books and articles from periodicals that address issues and relations between the Health Promotion and Physical Education. It was verified through this study, the strong relationship between physical inactivity in childhood and adolescence and sedentary lifestyle in adulthood and this affinity worries us because of diseases that can arise due to lack of physical activity practice. Is important the understanding that health is gained through changes in attitudes and habits of the daily lifestyle of children and adolescents, since the habits relating to promotion of health should be cultivated throughout life and not just used for a particular purpose momentary. We conclude the importance of physical education in health promotion, which is meant beyond the physical walls and school age, making him a valuable social tool.

KEYWORDS: Physical education in school, public health, promotion of health.

ÉDUCATION PHYSIQUE DANS LES ÉCOLES DE PROMOTION DE LA SANTÉ PUBLIQUE

RESUMÉ

L'éducation physique (EP) a été largement ciblées pour discussion à propos de son rôle social afin de soutenir son obligation en tant que letiva question et de son importance dans la société. Les chercheurs du domaine de l'éducation, comme Armstrong et Sleap apud Maitino (1998), admettre que l'école, par l'éducation physique a un rôle important à jouer, alors que le travail d'éducation physique du mouvement humain, un facteur important dans le processus d'acquisition et de maintenance de la santé. Le but de cet article est de stimuler la réflexion sur la façon dont l'EP peuvent influencer et améliorer la santé de la population. La méthodologie utilisée dans cette étude est une revue de la littérature, de nature descriptive, tirée de matériel déjà publié, constitué principalement de livres et de périodiques qui traitent des questions et des relations entre la promotion de la santé et de l'éducation physique. Il a été vérifié à travers cette étude, la forte relation entre l'inactivité physique durant l'enfance et l'adolescence et à l'âge adulte mode de vie sédentaire, et cette affinité qui nous inquiète à cause des maladies qui peuvent survenir en raison du manque de pratique de l'activité physique. Il est important de comprendre que la santé est acquise grâce à des changements dans les attitudes et les habitudes de la vie quotidienne des enfants et des adolescents, car les habitudes relatives à la promotion de la santé doit être cultivé pendant toute la vie, et pas seulement utilisé pour un momentanée usage particulier. Nous concluons sur l'importance de l'éducation physique dans la promotion de la santé, qui se veut au-delà des murs physiques et l'âge scolaire, faisant de lui un outil précieux sociale.

MOTS CLÉS: l'éducation physique, la santé publique, promotion de la santé.

EDUCACIÓN FÍSICA EN LA ESCUELA DE PROMOCIÓN DE LA SALUD PÚBLICA

RESUMEN

La Educación Física escolar es blanco de intensas discusiones acerca de la aplicación práctica de todas las teorías metodológicas en el área. El presente estudio tiene como objetivo analizar los procesos metodológicos desarrollados en Clases de Educación Física, la identificación de estilos de enseñanza segundo Muska Mosston (1986) que son utilizadas por los maestros de las escuelas privadas. La metodología fue cualitativa y descriptiva de la naturaleza, donde la muestra fue compuesta por 12 profesionales de ambos sexos, que trabajan en el segundo seguimento de la enseñanza básica(escuela primaria). Estos se extraen de una serie de profesores hacinados en nueve (9) escuelas privadas de educación, ubicadas en la ciudad de Río de Janeiro, en el Grande Meier y alrededores. En los resultados presentados se ocurrió predominantemente la enseñanza de estilo comando com 50% de adhesión por los professores observados, que son seguidos por los de estilos de tarea con34% y descubierta orientada e inclusión con adhesión de 8%. El estilo comando tiene como características principales, la tecnicidad, la tendencia metodológica tradicional, con su evaluación centrada sólo para el dominio motor, también existe una menor frecuencia de diálogo entre el profesor y el estudiante. Actualmente en el proceso de enseñanza y

aprendizaje la participación activa de los estudiantes ha sido cada vez más valorada mediante la estimulación de la formación de un ciudadano consciente, crítico, creativo y por tanto independiente y debe evitar la apropiación excesiva de metodologias directivas educativas, tales como estilos de enseñanza comando y tarea. Frente a estas consideraciones, de modo que puedan contribuir a la formación de tal ciudadano, como las propuestas contenidas en el (PCN, 1997), el estudio pone de manifiesto la necesidad de una revalorización de nuestras referencias teóricas, apropiándose de las distintas líneas metodológicas de la enseñanza destinadas a mejorar la preparación de las lecciones de las clases de educación física siguiendo las tendencias actuales en la educación.

PALABRAS CLAVE: educación física, la salud pública, promoción de la salud.

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A EDUCAÇÃO FÍSICA ESCOLAR NA PROMOÇÃO DA SAÚDE PÚBLICA

RESUMO

A Educação Física Escolar (EFE) tem sido exaustivamente alvo de discussões quanto ao seu papel social, a fim de respaldar sua obrigatoriedade enquanto matéria letiva e sua importância na sociedade. Pesquisadores da área educacional, como Armstrong e Sleap apud Maitino (1998), admitem que a escola, através da Educação Física, tem um papel importante a desempenhar, considerando que a Educação Física trabalha o movimento humano, fator importante no processo de aquisição e manutenção da saúde. O objetivo do presente artigo é estimular a reflexão de como a EFE pode influenciar e trazer benefícios à saúde da população. A metodologia utilizada no presente estudo foi uma pesquisa bibliográfica, de natureza descritiva, elaborada a partir de material já publicado, constituído principalmente de livros e artigos de periódicos que abordam as questões e relações entre a Promoção da Saúde e a Educação Física Escolar. Foi possível verificar, através do presente estudo, a forte relação entre a inatividade física na infância e adolescência e o sedentarismo na vida adulta, e essa afinidade nos preocupa por conta de doenças que podem vir a surgir em função da falta da prática de atividades física. É importante a compreensão de que a saúde se adquire mediante modificações nos hábitos e atitudes diárias do estilo de vida da criança e do adolescente, uma vez que os hábitos relativos à promoção da saúde devem ser cultivados ao longo da vida e não apenas utilizados para um determinado fim momentâneo. Concluímos assim a relevância da Educação Física Escolar na promoção da saúde, que se entende para além dos muros físicos e etários da escola, fazendo de si um instrumento de grande valia social..

PALAVRAS-CHAVES: Educação física escolar, saúde pública, promoção da saúde.