208 - THE HUMAN MOTION SCIENCE AND THE PHYSICAL EDUCATION ON HEALTH PROMOTION

MARCELO FERREIRA MIRANDA
Master in Human Motion by UNICAMP
Member of the Federal Council of Physical Education
Dom Bosco Catholic University
Campo Grande, MS, Brazil
marcelo@academiam3.com.br

Sedentarism... We can consider it one of the greatest modern society problems. It is unquestionable that the human evolution has led us to the sedentarism and since then to a series of diseases and disorders, not only physical, will install ever more frequently. Why such high rates of sedentarism? Why we do not need hunting, running to get rid of predators anymore? Of course not.

The high level indexes of sedentary are impressive, exactly because nowadays it is an unanimity the knowledge about the benefits the physical exercise can provide, as well this practice is becoming even more accessible to all social classes, ages and especially to diferent levels of physical ability. We live in a world where who practices regular physical activity is valued, admired, until the point of being preferred in human resources selection, diferently from some years ago, when practicing physical exercise was considered as vanity or laziness.

The Physical Education is directly responsible for this situation. On first we consider the active quality life culture should be created at school. This understanding is due the fact we do not understant why such high rates of sedentarism in a population who has practiced Physical Education at school. On the second why we can not retain the possible beneficiaries that routinely look for the profissionals in the area to start a guided excercises routine, due to the great turnover in the gymns, clubs and clinics.

We coincidently verify both in the performance of Physical Education subject teacher at school, as on the role of the professional/bachelor, difficulties to reverse this sedentarism situation. This has led us to consider it as consequence of the identity crisis that took place on Brazilian Physical Education, especially at the end of the 1970's until the beginning of the 1990's, and happened exactly in a moment of changes in the society, in a expectation of a better quality life, began to recognize the Physical Education professional as an important health agent.

Due to this situation, several discussions and deliberations arose in the context of this professional category, in which virtually the totality was about the role that its professionals have towards the society, always considering the level of demands about the quality of their specialized performances.

The overvaluation of physical exercise as one of the best ways to get health and quality of life, has generated many opportunities and field works for these professional performance. This new opportunities open up for action, plus the events that has led to question both the preparation and the professional performance in Physical Education, eventually create a "crisis" in that area, which we consider as highly positive, because we know that any crisis occurs due to the existence of critical reflection. About this fact Lima (2000) says that the area moved to an ideological criticism in the 1980's to an epistemological criticism in the 1990's, when the traditional Physical Education was faced with the occurrence of acute extrapolation of the usual and safe field of action under the school for another possible universe, but then unknown for the provision of care for society in the search for a better quality of life. When speaking about quality of life, the needs for a expert professional is even bigger, once its subjectivity makes the individual perception on the health conditions and individual aspects a crucial fact.

As complex as the concept of quality of life is the question of acceptance to regular exercise. It is enough to review the current high rates of sedentary population. Why so little acceptance to physical exercise programs? Even in places where free physical activity public programs are offered, even in nice places, even in companies that subsidize tuition in gymns, we find a low index of acceptance to physical exercise.

These matters relate, or at least should refer, to the Physical Education professionals to seek knowledge and theoretical references, which provides an understanding of the complexity of human beings, knowloedge of potential beneficiaries, their frustrations, anxieties, expectations, needs, individual capabilities, identifying their characteristics and needs.

Before drawing up an exercise program, the professional must identify points in their supposed beneficiaries judged important and related to their goals, needs, aspirations, general life characteristics ... But also their frustrations, needs and preferences and at least, but of great importance to the care process, their level of physical ability. It is not enough only a technically correct program. This program should be before being pleasant and accessible, appropriate and within the scope, capabilities and purposes set out to every individual, in the sense that he can be considered himself able, feel that it is possible to grow up, transcend.

On the other hand, with the growing demand for such professionals more dedicated to health, there was a distortion in professional graduation, leading the area to be submissive to the techniques and quantitative (Feitosa, 1993), putting the human knowledge as a secondary one. Thus, in ordet the Physical Education Occupation can work with the individual and society, reducing the rates of sedentarism, it is necessary to build a scientific foundation in addition to a unique teaching or biological knowing.

The Human Motion proposed by Sergio Manoel corrects this no sense dualism which for many years reigned in the Physical Education allowing the occurrence of the traditional Cartesian practice it presents, the author has said: "Health is a social phenomenon, which is not solely or mainly dependent of half a dozen jumps or race "(SÉRGIO, 2002, p. 57).

Trigo (1999) argues that the proposed Sergio Manoel 's Human Motion is justified by the fact that the Physical Education, seen on a traditional way, can not adequately meet the needs of man, nor cover the whole field of action of their professionals. Agreeing with the author, it is understood that the theory of Human Motion shows a modern, competent and coincident view with the opening of working fields for the Physical Education professional.

However, the Human Motion, while theory to be applied in education, scares a considerable part of the degree courses leaders in preparation for professionals in this area, especially by the little understanding they have about the main characteristics academic and more appropriate and necessary administrative, curriculum and the switchboard structural changes that teachers need to promote. This will certainly require the re-discussion of the entire project teaching and practice of teaching courses, so far too technical in nature and Cartesian.

The Education professional who works in the evaluation and prescription of physical exercises should constantly review the concepts and principles applied in their practices and should seek not merely to physiological reasons and benefits (mainly organic) that the practice of physical activity developed can provide. The complexity of factors involved in the development of healthy habits is proportional to the complexity of human beings, which carries with it its shortcomings, frustrations, limitations and needs, we should notice that even as individual, this Being is particularly a participant of a society, should therefore meet the characteristics that make possible the conditions of life and living.

Another important fact is the life condition, and according to Bracht (1992), what makes the individual active in his free time is not only the physical condition, but behavior values and standards developed and real possibility of access to leisure and free time. The author also says, that we must overcome the vision of human movement as predominant engine, because the movement is human and man is a social being, pointing out also that Physical Education should prepare the individual to take on a standalone way his free time, with movement body activities (with its organic benefits and improving their health), it also should help to nurture in society conditions to discuss the values that enable future adoption of critical attitude towards the values in that area and practiced.

The Science of Human Motion, according to Sergio Manuel (2002), allows (we can even say, requires) that universities become an area where the body as a whole of Being, be observed and built, theoretical and practically without constraints, considering in the same way, the pleasure and desire. The author also proposes, we should provide the transition in the classroom, in research projects and extension, as well in the health and sport techniques, the body-object vision to a body-subject, eliminating this way, the traditional dualisms: the body-spirit, man-woman, sir - servant.

To this author, the undergraduate courses curriculum in that area, should add to the basic disciplines of biological foundations, sociological, anthropological and implementation of those ones of practices and techniques sporting, cultural content from other subjects, giving the body historicity. It is important to note that the Human Motion does not deny the physical, calls attention, however, to the fact that the motion express the complexity of human and not just the physical. And the human complexity according he explains, is much more evident, body/mind/nature/ wish/society.

Agreeing with Sergio Manuel (2002), we advocate that the University should be concerned, besides the technical issues, with the development of a stimulation process of a broad view of the world where a person lives and the world that he wants to, as well the man and the society, looking for the development of a large and autonomous knowledge in this field of action and the provision of professional care, in line with the requirement the society makes to the graduated professionals.

In his works, the renowned Portuguese philosopher, states that the Human Motion conceives the man in all its dimensions and its uniqueness, presenting as a principle the ceaseless search for his transcendence. Also, Leonardo Boff (2000), in a theological overview, which defines the human being is an opening one, he is a concrete being, situated, but opened, who dreams beyond what is given, always adding something to the real. It is noticed, in the study of these two authors, it is the ability some experts have identified and named by transcendence, placing the human being as infinite project.

Therefore, these concepts should be observed in the universe of the relationship established between the professionals of Physical Education, with the individuals who are using this training and performance, as beneficiaries in various fields who develops their interventions, or else, in Sports, Dance, Physical Education in School, Leisure, stimulating creative practices, encouraging awareness of their potential and encouraging the overrun. These concepts, if well used and developed when the attention paid to beneficiaries, will provide the valorization of his own experience, their history, their experiences, enabling them to recognize their injuries and limitations, allowing they assume an open posture, that encourage breaking barriers, once the transcendence is the basic structure of the human being. We find out this is the greatness of the human being, or else, its essence: be an infinite project, open to the others, open to the world, opened in full (BOFF, 2000).

Maybe it is possible to reverse the worrying scenario of sedentarism of the adult population (accompanied by a number of degenerative diseases, stress and others) that the traditional Physical Education has not still resolved. We can emphasized that this task is not only of Physical Education, not only the role of their professional as social agents. It is understood, however, that the practice of professionals of Physical Education shall, in addition to the observation and guidance on the various possibilities of the body, develop in its beneficiaries the awareness of best conditions for maintaining and preserving na active life quality, allowing they can adopt creative and pleasant options, considering that only in freedom and spontaneity man is present and participating. Behavior and attitude that assumes only when he decides do it, without impositions, with awareness and enjoyment, as author of its acts.

Considering the Human Motion arises and remains as the body emergency, the human being says, through it, intent, throughout their movement, particularly in the movement that seeks to overcome and overcome itself, and not only physically but also intellectual, spiritual, socially and politically. Thus, it stands out the body as a sign of who is in the world for something, or else, as a sign of a truly human project. All motor behavior inaugurates a sense, through the body (TOJAL, 1994), because the human being is presence in space and time, with the body, in the body, from the body and through it.

The Science of Human Motion is nowadays, for some authors like Sergio (1995), Tojal (1994), Feitosa (1993), Trigo (1999), Oro (apud TANI, 1996), Tavares (2001), among others, the most updated theory where the Physical Education and Sport could face a rigorous justification. The transition from physical to motion represents the passage of the anthropological Cartesian dualism to the complexity that Morin (2001) defines as well. In Physical Education, Sports, Rehabilitation, Ergonomics, Dance, we do not educate physicians, but people on the intentional movements.

It is important to emphasize the development of good living habits should focus on school, where through conscious and pleasant practice we can create a culture of active life quality, however, in epistemological discussions we find the suggestion of the existence of an eminently school Physical Education, criticizing the existence of the bachelor's degree and the development of the school Physical Education discipline in a practice focusing only on political and educational values. Despite extremely important, it should not and indeed can not oppose the practice of a physical activity that makes the objective of promoting a culture of health, through the development of good living habits. This way, Betti (1996, p. 80) presents various critical points where all the defenders of limited Physical Education only to school performance:

[...] desperate with the disappearance of Physical Education, they try to protect it within the school, restricting their conceptual range, when they should try to enlarge it. Physical Education also loses when they meet it. Antagonize with the Sports, the hostile Academies, criticizing the epistemological foundations of Nature science, associate themselves with the Human sciences and then install a new dichotomy [...].

Betti (1996) in addition to that criticism, still notes limitations in the scientification proposals of the Physical Education, which, he says, lead to fragmentation and increasing specialization, as a result of the sub-areas and estrangement development caused between production and the world scientific training, leading to a process of fragmentation and mechanization.

For Sergio Manuel (2002), the Human Motion Science is defined as the science of understanding and explanation of motor conduct, aiming the study of constant human motion, in immanent order to the overall individual and society development, and taking as the simultaneous reasons the physical, the biological and the antropo-sociological. He also considers that the Human Motion Science covers all motion and conduct situations, both individual and collective, since the game, sport, dance, the religious rites until the reeducation and rehabilitation through ergonomics, for any kind of skills and also the motor conduct, the motor communication and the body expression in general.

Therefore, this author believes that the Human Motion Science could resolve the uncertainty epistemological status in which the Physical Education is once, based on the creation of a new man concept, may help you to understand the world and be understood.

Therefore, to prescribe physical exercise is not enough to identify the level of physical activity of the students. You should also identify their needs, and frustrations establish na enjoyable routine of exercises and provide a sense of capacity, waking the

desire of transcendence, the search of something else, a real transformation for a better situation, creating a real culture of Active Quality Life.

Through an epistemological construction, the Human Motion, it is possible for us to understand the man in all its dimensions, and also that this new understanding is not only beyond the industry of teaching body practice, the ergonomics, the high performance sports, the human movement, but understands all of this. So, what we should consolidate with the Human Motion is a new concept of human-world, that, through body awareness and intentional movement and not sold, builds the analysis, the criticism, the citizenship.

To really contribute to a more healthy and more active society it is necessary to overcome the acute crisis where crosses and we still find the Physical Education, to exit the sole domain of quantitative techniques which is linked to and has the usual practice.

So, I think we need to adopt and build a scientific foundation, which may be legitimizing it as a standalone knowledge, teaching without radical or biological, inaugurating this way a new time, like only the Human Motion Science is capable of propose with such clarity.

Keywords: Human Motricity, physical excercise and health, professional graduation.

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Dom Bosco Catholic University
Av. Tamandaré, 6000. Campo Grande, MS, Brazil
Marcelo@academiam3.com.br

LA SCIENCE DE LA MOTRICITÉ HUMAINE ET L'EXERCICE PHYSIQUE DANS LA PROMOTION DE LA SANTÉ.

Résumé: Comment l'Éducation Physique peut contribuer à la réduction des indices de vie sédentaire qu'on voit actuellement dans la population mondiale? Dans une société où la pratique de l'exercice physique régulier est de plus en plus valorisée et accessible à tous, non seulement par l'offre de programmes publics gratuits, mais aussi par le grand nombre d'academies et clubs qui offrent des services à valeurs accessibles, qu'est-ce que justifie ces indices? En considérant que la population adulte a eu l'opportunité d'acquérir une culture de qualité de vie active dans le milieux scolaires, on suggère la nécessité de l'Education Physique d'adopter comme matrice théorique la Science de la Motricité Humaine das les classes scolaires, dans les projets de recherche et dans ceux d'extension, et aussi dans les techniques de santé et d'activités sportives, changeant la vision de corps-objet dans une autre de corps-sujet, et en éliminant ainsi, le dualisme traditionnel existant: ceux de corps-esprit, homme-femme, seigner-serf.

Mots-clés: Motricité Humaine, exercice physique et santé, formation professionnelle.

LA CIENCIA DE LA MOTRICIDAD HUMANA Y LA ACTIVIDAD FÍSICA EN LA PROMOCIÓN DE LA SALUD

Resumen: Cómo la educación física puede contribuir a la reducción de las tasas de inactividad, que se observa hoy en el mundo? En una sociedad donde la práctica de ejercicio físico regular es cada vez más valorado, sea por la libre prestación de programas públicos, tales como el gran número de gimnasios y clubes que ofrecen servicios a valores accesibles, lo que justifica estos números? Considerando que la población adulta tuvo la oportunidad de adquirir una cultura de calidad de vida en las escuelas, sugeren la necesidad de la educación física adoptar como una matriz teórica Ciência de la Motricidad Humana, tanto en las clases de las escuelas, en los proyectos de investigación para la extensión, como en técnicas para la salud y el deporte, pasando de la visión del cuerpo-objeto a uma outra de cuerpo-tema, em que se eliminó, por lo tanto, los dualismos tradicionales que existen: el cuerpo-espíritu, hombre-mujer, señor-siervo.

Palabras clave: la motricidad humana, la actividad física y la salud, la formación profesional.

A CIÊNCIA DA MOTRICIDADE HUMANA E O EXERCÍCIO FÍSICO NA PROMOÇÃO DA SAÚDE

Resumo: Como a educação física pode contribuir para redução dos índices de sedentarismo que se observa atualmente na população mundial? Numa sociedade onde a pratica de exercício físico regular é cada vez mais valorizada e oportunizada, tanto pela oferta de programas públicos gratuitos, como pelo grande numero de academias e clubes que oferecem serviços a valores acessíveis, o que justifica esses índices? Considerando que a população adulta teve a oportunidade de adquirir uma cultura de vida ativa nos meios escolares, sugerimos a necessidade da educação física adotar como matriz teórica a Ciência da Motricidade Humana, tanto nas aulas nas escolas, nos projetos de pesquisa de extensão, como nas técnicas de saúde e do desporto, passando da visão de corpo-objeto a uma de corpo-sujeito, eliminando-se, assim, os dualismos tradicionais que existem: de corpo-espirito, homem-mulher, senhor-servo.

Palavras chaves: motricidade humana, exercício físico e saúde, formação profissional.