143 - PHYSICAL EDUCATION IN ENVIROMENTCONCEPTION

ELAINE DA SILVA NEVES
UFPEL/CAVG
PELOTAS/RS BRASIL

Introduction

Education needs to prepare the people for to live together in community, being respected its fellow creature and the way where it lives, questioning the others and itself constantly, organizing and reorganizing its way of life, being operating, and at the same time, conscientious of that transform happens gradually, and takes time, but urgent and, more than what never, necessary.

The character permanent of education allows to this construction permanent of the citizen, in the search of its perfect (FREIRE, 1982, P. 2). The education must, yes, to have its influence in transformation of the mind, in the way to lead action, in relationship personal and with the nature, in knowing to live well, thus this wisdom is for the life all.

It needs to search new id mannering, to construct a new concept of world, with the coherence in the attitudes, with a position ethical and a conscience politics, that they allow a welfare collective.

In the current context, paradigms need reformulation. Many authors, between them Boff (1999), bring this perspective, what he seems to be unbelievable if we will be immediate. Uma change, a new paradigm place-in front of a battle, where our weapon is the education in all its level, deed of division, informal, where a seed to could be planted, so that, to the few, it germinates and good fruits and flowers can be harvested.

The education that we want aims at to modify relationship between the society and the nature in function of the improvement of the quality of life, as this realize for the communities. It propose transformation of the productive system and the consumerism in a society based on solidarity, affectivity and cooperation, aiming at the joust distribuition of its fruits between all.

The education wide propose searchs of new values and actions, based in a position ethical that, allies wisdom accumulated by the humanity and in the cientifcs knowledge, which perpassem all actions of the communities, of governmental, politics parties and of ONGs. Its also the oneuma education democracy that she propitiates chances so that the people and groups develop its creativity, reaprendendo the world, without establishing separa?s artificial between masters and apprenticees, sexos and ages, and knowing.

In what education is mentioned Ambient, the American Latin Manual says that, is about a proposal of life philosophy, that rescues ethical values, aesthetic, democratic and humanists. It has left of one beginning of respect for the natural and cultural diversity that, includes the especificidade of classroom, etnia and kind. Therefore, one of its caracteristics is the defense of descentralization in all the level and distribuition social of the power, recognizing also how form of being able, the access information and to the knowledge.

Brugger (2003) elaborated 10 caracteristics or pillars for constrution of one eduction deserving of the adjectives "ambient" and "criticism":

1) "Education environment" must be based on a set of values that form a rationality against-totalitary, having as reference a rationality/ideology of the industrial society. ?essa rationality against-totalitary that it goes to become education deserving of the ambient adjective, and n?a choice of determined subjects. In this direction, we can say that the education environment must be a field discussion and that not to be separate of education as a whole (of form guarded or not) as comes occurring.

2) It must reject specific values, that is, must teach to open control about on the other, that can also if to express in the form of patriarchate, imperialism, racism, etc, which its all forms of hierarchies.

3) Of the knowledge must recognize metaphor, that is, to recognize the absence of neutrality in such a way value in the direction criticism knowledge, how much politic, ethical, etc. This implies therefore in recognizing the limits of Cience and of the techinique only as ahead of the questions environment.

4) It must be moved in an **transdisciplinar** to field of the knowledge, being prevented mere continous situation of different area and tradition of thought.

5) It must be foundation, over all, in world vision, ecological vision, and new paradigms, recognizing the inherent independence to the natural and social processes.

6) It must promote attitudes ecological , as well as one approximate between we and the nature.

7) It must recognize the limits of the dominant instrumental rationality in our culture and value the philosophy, as well as the knowledge and rationalities of other peoples and cultures.

8) The conflict must incorporate dimension, that is, to recognize character not consensual of the knowledge. Uma criticism educcation not to be only, therefore would not tear with the status quo and would be transforming.

9) It must stimulate the bloom of the personal, individual attributes and to exactly time where posicion claims to one ?ca rigorous in what it refers to to collective well-being, including of the animals.

10) It must look for to develop a body of knowledge or science, in which has a balance the quantitative and qualitative knowledge, but between specialized and the generality, betweem the reason ans emotion, betweem the control cognitivo and affective.

Segundo Gadotti (2000) the education environment goes over there very the conservation. Quality of life is about a radical change of mentality in relationship, that straight on to the type of to live together that we keep with the nature and that implies attitudes, values and actions. It must have the following beginning: thought criticism and innovator; carried through in any time and place; in its ways formal, formal and not formal; individual and collective; local conscience and planet; wide perspective; ethical conscience when sharing the life in this planet; to integrate knowledge, aptitude values, attitudes and actions.

Physical education in environment conception

One of the aspects of the modern leisure says respect to immense number of new practice, equipment, technique and formats that appear every day, established in idea of production capitalist. The leisure contemporary, comes if constituting in one space of carrying human beings which walk, in diverse times and contexts, for most different direction: control of mass, spread of values and norms of one determined system politics or economical, to camouflage dissatisfied generated in the world of the work, etc. (INACIO ET AL, 2005, P. 81)

We need to understand new ways, new routes, one education of the future, that really obtains to perceive person in its particularitities, in its individuality, respecting difference, working, with them, constructing one practice where be valor person as a whole: body, mind and spirit.

When Santin apud Pear tree (1996) in the attempt to argue a Education salient " that must take to the development of

thinking criticism, that consists of not accept the absolute and definitive truth and being open to the different ways to think, to interpret and to act on reality" , in sends to think them the Phisycal Education about one idea environment, with wide vision and widely criticism, marked out with buoys for new paradigms of to live together between the human beings and in interaction with the nature.

The Phisycal Education that understand by Bracht (1999) that one practice educational that it deals manifestly our corporal culture and that this practice searchs to base itself on cientifics knowledge, offered by the different boardings of discipline. It's necessary what this learning serves of orientation, indicating the route of its thoughts and acts with clarity, solidarity and fraternity.

Perhaps to affirm the positividade and the pleasure in movement in them takes reflection de daily ours action and move in perception of sufficiently singelos gestures: as to walk to observe landscapes; to be worried less about number of returns that we give more in the parks and with the people; the flowers and leves that we find; with I sing it of the passarinhos; with the light of the sun and the brightness that cause when it is projected on the landscape; to more feel difference of temperature of air beating in our face; breeze of the wind, what the taken seconds to cover one definitive distance; to go up mountains to look at the horizon, vegetable, to hear the sounds of your silence, that these places propitiate; to dive in water(SOARES, 2005, P. 59).

Some objectives are relation with the human and nature in the Practice Corporal of Adventures:

- To develop a reflexiva to live together crossed by the art in its diverse languages, on the body and its (to go) real they dimension the contact with the nature;
-To develop beddings theoretical-method, for reform
of practice corporal in the nature;
- showr the origins, necessities and purposes that perpassam the process of building of the tchnique as mediating of these practice, searching elements for its write;
- Problematizar different idea of relation espace-time that the involved citizens in practice present;
- Oportunizar knowledge of diverse rhythms. (INACIO, 2005)

Environment justice and Quality of Vida

One of the salient questions very currently in politic environment contempor?a says environment justice respect, in accordance with Chiro apud Layargues (2000, p 117), " the movement for the environment justice appeared in the United States in the half of years 80, emphasizing that the question bigger is placed in the right that any being possesss of living in an environment healthy and ecologicamente balanced, independent of race, classroom, kind, same culture or especies".

The environmental justice is subject argued widely in the question environmental, with one discussion the different distribuition of the ambient risks, where the affected poor persons and minorities more.

Layrargues (2000, P. 116) condemns distribuition different of the ambient risk between the poor persons and the minorities ethnic, in relation to the set of the society as a whole. Distribuition of resources is different when it is treated to distribute the ambient risks, being populacion kept out of society of the society with most: "the same structure of social classroom that determines different distribuition of wealth, also determine different distribuition of the risks environmental (HOGAN, 1994, P. 116).

One becomes fundamental to observe, to analyze and to criticize the irresponsible way and with that the governing deal with the problems urban structure and the necessities basic of a community, disrespecting the constitucional laws of citizen of living in an environment healthy, without one politic of planned, elaborated urban development and executed with participation popular. The effective social model needs to be questioned, rethink. Urgent and opportune this change necessary, to can decurrent of a misalignment, in the confrontation of a conflict, for population exclude and kept out of society.

The population affected by the injustice society-invironment, for its conditions of social inaquality, exploration and dependency, suffering good the impossibility to occupy espace in conditions healthy, only remaining area of risks or that, exactly destined constrution of housings, they not offer conditions necessary as of ocupation: "the poor had been pushed for the peripheries ambiently poor" (HOGAN, 1995, P. 151), remaing exactly devaluated, vulnerable these to them catastrophe natural, with constant danger of flood, landslides (next the hillsides and mounts) and of danger of transmisstion de illness for the proximity with garbage and garbage the ambient risks affect, mainly, populations disfavored that they live kept out of society, outside of a espace urban of hinself formal city (LAYRARGUES, 2000, p.115).

In relation poverty environment, where the disordered process of urbanization, person faces condies of life precreates, in an environment equally precreates. Incomplete distribuition of water, systems of almost inexistent sewers, collects inadequate of garbage, constructs very in inclined mounts and citizens the eroso and in vrzeas citizens the badly construdas floods, houses, badly ventilated and badly illuminated combine to produce the nakeds ambient of the life would say in the periphery, with high taxes of infantile, which had mortality mainly doenas infectious and parasitrias (HOGAN, 1995, P. 162).

Wide vision

For Reigota (1999, P. 13) resoluyion of local and immediate ambient problems an evident necessity and a demand legtima. However, in many cases, the extreme localista and prompt approach annuls to the poltica around the question/ problem that if wants to decide.

One problematic environmental in it can be faced in simplista way, of parceled out form, without knowledge it all, them causes that had originated the impactantes factors, of the observed consequence and its influence in degenerao of a place. In this way, possable to understand the confusion of relaes that, according to Capra (1996, P. 49), so a teia of relaes, with important concepts and models, where everything est connected.

The vision fragmented, where the look if detm in one situation fragment, searching soluo of a problem in imediatista way and local, represent one aim at supported in the analtico thought of René Descartes (Cartesian mecanicismo). The fragment analtico thought I aim at it of all, breaking phenomenon complex in piece.

The environment phenomenon need one emphasis in, of one concepo the all wide, a wide thought. The effect only observed in the place where we perceive the impact, show-in the one have left all fragment of one, have all breaking in piece.

One vivion dichotomized, with a opposite between man and nature, show-in the one paradigm individualist, with the individuality reigning, where strongest it is successful, where the man the center of the universe, its king (GONÇALVES, 1996, p.63).

In accordance with Reigota (1999, p.11) " the idea that the nature and infinite the natural resources so and being able to be explored thorough, allied image of racial supremacy of the whites, had still arrived endorsed in concepes religious of the colonizing and today, remains anchored in great parcel of person Brazilian, that it resists in thinking the opposite.

Considerations final

We have that to find ways to show to people, as well as same, of that our presence in the world, any that is the place where let us be, actions that we practice in the daily gift influence to now improve or to get worse the quality of life and in the future.

The beginning basic that we live inside of unit that it acts decentralized through of a bigger ecosystem infinity or lesser, that acts linked between itself, in such way that everything what happens in some affects others.We need to search new forms of in relating them with the environment, having as base the Environment Education. Contributing to keep an environment health, uniting practice sporting with the respect to the environment and consequence to improve the quality of life of all: sensibilizao on the environment

problem; attitude of respect to the environment; development of the habit of attention; taking of conscience of the responsibility of each one in the ambient crisis; personal commitments with daily attitudes; habit of respect and colaboration with the work in team; the necessity to modify habit; feeling of solidarity and cooperation.

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Elaine da Silva Neves
Rua Antonio da Costa Fonseca, 240 Umuharama Pelotas-RS Brasil
Tel. (53) 32288451/91285940 E-mail: nina.lita@bol.com.br
Universidade Federal de Pelotas/CAVG

THE PHYSICAL EDUCATION IN ENVIROMENT CONCEPTION

Summary

New concept of world, ways differentiated in relations personal and with de nature, implies in change deep and rooted in new values, new paradigms. Worry with the quality of the way where we live in them leads to reflect if we are commitment and made use to stop a battle in future the better defense of condition of life. To extend it discussion the search of an ambient conscience we need to elucidate some subjects as: vision of altogether, empowerment, quality of life, environmental justice. This study has as objective to argue the questions environmental of inside where to worry with the environment this directly related with the quality of life of the person. The Environment Educacion serves of for subsidy to Fisycal Educacion, that considers the human being as an alive bory, but not explored bory. It is way of restoration of the equilibrium of the humam being with the nature and consists mainly in a respectful attitude stops with the environment.

L' ÉDUCATION PHISYCAL DANS UNE CONCEPTION AMBIANTE

Résumé

Le nouveau concept du monde, manières différenciées dans les relations personnelles et avec de nature, implique dans le changement profondément et enraciné de nouvelles valeurs, nouveaux paradigmes. S'inquiéter avec la qualité de la manière où nous vivons dans eux mène à refléter si nous sommes engagement et utilisation faite d'arrêter une bataille à l'avenir la défense meilleure de l'état de la vie. Pour la prolonger discussion la recherche d'une conscience ambiante que nous devons élucider quelques sujets comme : vision de tout à fait, habilitation, qualité de la vie, justice environnementale. Cette étude a en tant qu'objectif pour discuter les questions ambiantes de l'intérieur où s'inquiéter avec le ce d'environnement directement relié avec la qualité de la vie de la personne. Les services d'Educacion d'environnement de pour la subvention à Fisycal Educacion, celui considère l'avoir lieu humain en tant que bory bory, mais non exploré vivant. C'est manière de la restauration de l'équilibre du humam étant avec la nature et consiste principalement en arrêts respectueux d'une attitude avec l'environnement.

LA EDUCACIÓN PHISYCAL EN UN CONCEPTO AMBIENTAL

Resumo

El nuevo concepto del mundo, maneras distinguidas en las relaciones personales y con de nature, implica en cambio profundamente y arraigado en los nuevos valores, nuevos paradigmas. Preocuparte con la calidad de la manera donde vivimos en ellos conducimos para reflejar si somos comisión y uso hecho de parar una batalla en futuro la defensa mejor de la condición de la vida. Para ampliarla discusión la búsqueda de una conciencia ambiente que necesitamos aclarar algunos temas como: visión de en conjunto, empowerment, calidad de la vida, justicia ambiental. Este estudio tiene como objetivo para discutir las preguntas ambientales de interior donde preocuparse con el este del ambiente relacionado directamente con la calidad de la vida de la persona. Los servicios de Educacion del ambiente para del subsidio a Fisycal Educacion, de que consideran el humano como bory bory, pero no explorada vivo. Es manera de la restauración del equilibrio del humam que está con la naturaleza y consiste principalmente en paradas respetuosas de una actitud con el ambiente.

A EDUCAÇÃO FÍSICA NUMA CONCEPÇÃO AMBIENTAL

Resumo

Uma nova concepção de mundo, modos diferenciados nas relações pessoais e com a natureza, implica em mudanças profundas e enraizadas em novos valores, princípios enfim, novos paradigmas. A preocupação com a qualidade do meio onde vivemos nos leva a refletir se estamos compromissados e dispostos a travar uma batalha na defesa de melhores condições de vida para nós e para futuras gerações. Para ampliarmos a discussão na busca de uma consciência ambiental precisamos elucidar alguns temas como: Visão Sistêmica, Empowerment, Qualidade de Vida, Justiça Ambiental. Este estudo tem como objetivo discutir as questões ambientais dentro de uma lógica em que a preocupação com o meio ambiente esta diretamente relacionada com a qualidade de vida dos indivíduos. A Educação Ambiental serve de subsídio para a Educação Física, que considera o ser humano como um corpo vivo, não como um corpo explorado e inorgânico. Ela é o caminho de restauração do equilíbrio do ser humano com a natureza e constitui-se principalmente em uma atitude respeitosa para com o meio ambiente.