132 - PHYSICAL EDUCATION IN THE SCHOOL CURRICULUM: WHAT IS? WHAT OPTIONS ARE THERE? WHAT DO WE CHOOSE?

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INTRODUCTION

Social and cultural references of Physical Education are already present in the values of society. Physical Education is a social representation of physical and sporting activities, with a relevant meaning in our society. Therefore, it should appear in the school curriculum, to reflect the social culture. It's importance in schools is due to the fact that the school is the largest educational agency, after the family, with the ability to influence the younger the acquisition of habits and practices that contribute to a harmonious personal and social development. It is also the school where are the qualified human resources for the education of young people, so that they take ownership of socially relevant learning.

For a discipline that enjoys the curricular status, it must terminate itself goals that can not be achieved by any other discipline. Thus, physical education presents itself as a singular discipline, being the only one capable of directly promoting health through teaching styles in active, healthy life. May also contribute to psychomotor and cognitive development, with direct implications on students academic achievement.

However, for the social and educational role of physical education to be effectively implemented, the discipline itself is no guarantee of success. It is important to reflect on existing conceptions about discipline, practitioners must decide the design that best serves the attainment of the objectives set for Physical Education. The scope of this communication is to present in a sparse and simple form, the potential of the discipline of Physical Education for health promotion. Then we will look at the results of research on the relationship between physical education and physical activity in general and the academic achievement of students. Finally, we will see the existing conceptions of Physical Education, seeking to reflect on what is most suitable for the promotion of active and healthy styles of life and promoting physical activity in quantity, quality and sufficient intensity to improve the academic performance of students.

Physical education and health promotion

Physical inactivity, overweight and obesity are consequences of the new social setting that does not appear to alter in the near future. Can perspetivar that health problems tend to worsen if the lifestyle that characterizes Western populations remains. Therefore, health promotion and styles of active and healthy life should include plans and programs in continuous adaptation to reality and with sufficient capacity to arouse attention, creating receptivity and desire to change behaviors. The institution able, potentially, to change the behavior of people, their cultural and social role, and population-wide, is the school (Jamner, Spruijt-Metz, Bassin, & Cooper, 2004), mainly because we are, with all the evidence faced with a problem of education.

The role of schools in promoting health and styles of active and healthy life is not just related to the fact that it is a place where all young people go through, but mainly by the time students remain there weekly (Fox, Cooper, & McKenna, 2004; Trost, 2004), is an educational agency that has an effective potential to significantly influence the behavior of young people. Note also that school age is a critical period for young people, with regard to the adoption of health behaviors, being a active lifestyle is largely the product of its promotion and development during adolescence (Aarnio, Winter, Peltonen, Kujala, & Kaprio, 2002; Telama, Yang, Hirvensalo, & Raitakari, 2006). For this reason the World Health Organization considers that young people under 16 years should be a priority target group of education programs for health (WHO, 2000).

Apart from the time spent there and the environment, at school there is the discipline of Physical Education, an integral and mandatory part of the school curriculum, as one of its goals the development of physical fitness, from the perspective of improving the quality of life, health and welfare. This course is undoubtedly a privileged means for the promotion of physical activity among young people, can produce behavioral changes, causing them to acquire an active lifestyle (Ainsworth, 2005; Sallis et al., 2012;. Silverman, 2005) when well structured and organized (Fairclough & Stratton, 2005; Marques & Carreiro da Costa, 2013; Marques, Iron & Carreiro da Costa, 2011).

The World Health Organization (WHO, 2000) recognizes the important role of physical education in the promotion of physical activity and physical fitness as ways to promote health. Therefore defined as objectives for Physical Education: 1) create a lifelong habit through practice of physical and sporting activities; 2) develop and improve the health and well-being of students; 3) provide satisfaction, pleasure and social interaction; 4) help prevent health problems that may be present in the future. The consideration of the feasibility of these goals is that the school offer a mandatory physical education, allowing all students to take part in physical activities and sports, and because it has the most qualified professionals.

In some countries, this recognition has been publicly manifest and Physical Education has joined the strategies of public health promotion and disease prevention (European Commission/ EACEA / Eurydice, 2013; Sallis et al., 2012; USDHHS, 2008). Therefore, the objectives of national public health pass through participation of adolescents in Physical Education. The school and physical education play a particularly important role because many children and teenagers do not practice enough to benefit their health physical activity (Dumith et al., 2010;.. Hallal et al., 2012; Sousa et al., 2013) especially girls and young people from poorer socio-economic backgrounds (Bauman et al., 2012). Physical Education as a school subject is equally accessible to all, can help increase levels of physical activity, contributing to the implementation of the recommendations of ≥ 60 minutes/day of physical activity at a moderate to vigorous intensity (WHO, 2010). In parallel, through physical activity promoted classes, levels of physical fitness can be improved (Marques & Carreiro da Costa, 2013), having an effect on short-term health. This is particularly important because healthy levels of physical fitness, including cardiorespiratory fitness, are related to a decreased risk of cardiovascular disease (Andersen et al., 2008;. Anderssen et al., 2007), decreased obesity (Tanha et al., 2011), improvement of bone mineral density (Janssen & Leblanc, 2010) and mental health (Janssen & Leblanc, 2010) in juvenile ages.

Physical education and academic performance

Apart from the benefits that physical activity and physical fitness have on physical and mental health, studies have shown that regular physical activity and healthy levels of physical fitness have a positive effect on students academic achievement (Rasberry et al., 2011). Literature results are reinforced when the evidence points to positive correlations in children, adolescents and young people of various levels (Castelli, Hillman, Buck, & Erwin, 2007; Chaddock et al., 2012b;. Van

Dusen, Kelder, Kohl, Ranjit, & Perry, 2011). Among the evidence that studies show that in the school environment, the time devoted to recess and in PE lessons also enhances cognitive development and hence academic performance (Carlson et al., 2008 arise; Rasberry et al., 2011; Telford et al., 2012), making clear the role that physical education school may have for improving the academic achievement of students.

These results could be characteristic of a singular reality, being associated with certain sociocultural factors. However, research conducted in South Africa (Toit, Piennar, & Truter, 2011), Canada (Ahamed et al., 2007), South Korea (Kim & So, 2012), United States of America (Castelli et al., 2007; Coe, Peterson, Blair, Schutten, & Peddie, 2013), Portugal (Martins, Marques Diniz, & Carreiro da Costa, 2010) and the UK (Booth et al., 2013), among others, point in the same sense.

In a study of the literature review, Rasberry et al. (2011) found that the results of the studies suggest that physical education is positively associated with improved academic performance, and there is no general correlation. Furthermore, and equally importantly, there are no negative correlations. This means that physical education does not contribute negatively to students' academic achievement.

Studies indicate that physical activity increases oxygenation of the brain increases levels of norepinephrine and endorphins (Fleshner, 2000; Winter et al., 2007). Stimulates neuronal development, increasing the density of synapses (Kramer et al., 2002) and Amenta the vasculature in the cerebral cortex (Etnier et al., 1997). The biochemical level, physical activity and exercise are associated with increased brain-derived neurotrophic factor known as BDNF (Ratey & Loehr, 2011). This effect of physical activity in the brain improves mood, reduces stress (Fleshner, 2000), increases the plasticity of the brain in mental dexterity tasks (Chaddock et al., 2012a;. & Ratey Loehr, 2011), improves memory (Cotman, Berchtold, & Christie, 2007) and induces an enhancement of neurogenesis in the long term (Ratey & Loehr, 2011). All these changes logically influence the academic performance of students. Nevertheless, beyond the physiological and biochemical effects, physical activity also helps students to have higher levels of concentration (Singh, Uijtdewilligen, Twisk, van Mechelen, & Chinapaw, 2012), which will lead to a bigger and better retention of information transmitted in the classroom.

Identity Crisis

In a society like ours so demanding, educational outcomes are often considered unsatisfactory, teachers are the objects of criticism and its action as a professional is called into question. In the particular case of physical education the situation is even more worrying, since the idea that pervades is that it is only a discipline of recreation and leisure, to which any person is duly qualified to teach.

Nevertheless there is this idea of society, in part because of the teachers that make the subject a space for recreation and leisure, this does not imply that there are not seriously committed professionals with education, making physical education a place of true learning. What happens is that we have a group of professionals who teach the same course, but they have different views on the same.

We believe that we are facing a problem of lack of identity has long identified by Crum (1993). The professional community of physical education teachers do not have a professional intervention which gives it a conceptual unit. I recently wrote an article that sought to identify the different perspectives of Physical Education appearing more recurrently in the literature (Marques, Martins, & Santos, 2012). Describe three perspectives, namely, biological, and educational sport. In these perspectives we think we should add a recreationist perspective.

Briefly, the biological perspective considers that the human body is a machine and that through exercise improves your condition. This perspective is based on evidence showing the relationship between physical activity and improved health status (Andersen et al., 2006; Janssen & Leblanc, 2010;. Tanha et al., 2011) and confirmation that a style of active lifestyle during childhood lead to an active lifestyle in adulthood (Silverman, 2005; Telama et al., 2006). The objectives are formulated to promote physical fitness of students. The description of the contents is made as training exercises, given the development of various body parts. The methodological principles are characterized by the repetition of simple exercises with a high level of intensity (Crum, 1993). Success in Fitness is related to higher levels of physical fitness, so the emphasis on good performance in physical fitness tests is a hallmark of this perspective. However, an overemphasis on physical fitness causes discomfort in the least able students and reinforces the notion that physical activity is unpleasant, which removes many children, adolescents and youth sport (Cale & Harris, 2006). As the sight of this perspective is restricted to the level of improvement of physical fitness, psychosocial aspects and other experiences associated with health are ignored.

A sporting perspective refers to the concept of Education and Sports based on the development of individual sports skills. How much importance is given to performance and competition, a competent student is one who participates successfully in at least one sport (Siedentop, 1994). The goals of physical education are defined for the promotion of competitive sport, in which it first looks for athletic performance and victory. The contents are solely the technicalities of sports in order to promote the improvement of individual performance. Methodologically, classes resemble training sessions where technicalities and formal game situations are practiced rigorously. As competition is the basis of this perspective, per school year are worked on a few different sports, not just the privileged eclectic training in Physical Education (Marques et al., 2012). Moreover, as the entire organization of the course is similar to the dynamics of sports clubs, students with less technical skills are far from the physical activity.

The recreationist perspective is rooted in the pedagogical idealism and believes that the essence of physical education is not to learn to move, but moving to learn to be polite (Ames, 1992; Crum, 1993, 1994). Thus, the objectives of the course are formulated in an abstract way, hoping that the educational effects of physical education result in an automatic way. The contents are also vaguely defined and intentionality in teaching is considered an important little. In terms of methodology, which is truly privileged is fun, satisfaction, and perceptions of competence, without strict prescription of learning tasks.

The educational perspective based their arguments on grounds of psychological and educational order. Physical education is understood as promoting health discipline. Its importance lies in the contribution it can make to the acquisition of an active lifestyle and healthy living and learning a repertoire of motor activities that allow continued participation autonomously after compulsory education (Sallis et al., 2012). The goals are comprehensive and are an integral part of the eclectic education of each student, ie, School and Physical Education should create conditions so that each student develops their potential, develop skills to care for themselves, be supportive and able to relate positively with the medium. The contents are the technicalities of sports and knowledge of physical fitness related to health. In terms of methodology, physical and sports activities are used as a means of promoting health, through their practice, and importance is given to knowledge that allow students to make decisions related to health consciously.

Although we treat a single discipline, there are various perspectives. The different perspectives imply different pedagogical practices and consequently different results in student learning. It is peaceful to say what is the correct perspective, or rather, what are the wrong spell. Nevertheless, the current state of Physical Education and research results may help us reflect

on what we have and what we want for Physical Education.

What we have and what we want

Studies show that physical education teachers have priorities that are different from those are devoted to the discipline (Curtner-Smith & Meek, 2000), indicating that the message expressed in national curriculum is not compatible with the guidance of teachers. Thus, through the autonomy enjoyed by the profession and the lack of control by the agencies responsible for Physical Education, the Physical Education teachers teach according to their individual conceptions and priorities (Behets & Vergauwen, 2004; Curtner-Smith & Meek, 2000), there is a discrepancy between the curriculum as text officially established and its implementation by teachers. On this subject Carreiro da Costa (2005) writes that it is not enough to change the programs and curricula of physical education for the learning to be effective, but teachers, which can go through the training process.

What we have is a disparate reality, where there is no conceptual coherence within the class teacher (Crum, 1993, 1994). What pleases us question this time is whether it has been beneficial for physical education and student learning.

To investigate the relevance of physical education programs and extracurricular activities prepare students to practice physical activity throughout life, Fairclough, Stratton, e Baldwin (2002) found that significantly fewer discipline provides opportunities for students to participate than extracurricular activities. This is worrisome because physical education is binding, while the extracurricular activities are optional, just does not involve the entire student population.

Everhart et al,. (2005) examined a group of 201 secondary school students. Surprisingly found that students who were enrolled in Physical Education participated less in physical and sports than those who were not enrolled activities. For enrolled students, the discipline had no influence on physical activity after completion of schooling. If a major goal of physical education is the promotion of physical activity throughout life, we see that seems not to be able to achieve this goal.

On the improvement of physical and sporting skills, many students say that physical education had no influence and they have not felt any benefit in terms of fitness (Banville & Rikard, 2006).

Recently, a study conducted by us, we found that students in the upper secondary school had no knowledge that they were expected of students at this grade level and only 4% were aware of the recommendations for physical activity (Marques, Martins Sarmento Rock & Carreiro da Costa, 2014).

The results of these studies appear to demonstrate that physical education has not been able to achieve its goals and has not had an effect on student learning. However, other studies of intervention programs have shown that physical education has a positive effect on increasing levels of daily physical activity (McKenzie & Lounsbery, 2013) and contribute to the development of motor skills in students (Ennis, 2011; Lounsbery, McKenzie, Morrow, Monnat, & Holt, 2013). This leads to the inference that the problem is not the subject itself, or in its programmatic goals, but in how it is delivered and the context in which it arises. Therefore, we infer that the practices of many physical education teachers are to be counterproductive to achieving the goals of physical education. Given this, we have two possible scenarios: we stay as we are and with results that are not desired, or we change the attitude towards the discipline and truly teach our students.

If we want an effective physical education, which reach their physiological and educational goals, both should be consciously integrated into the planning, reflecting the intentions of the teacher, which allows predicting the activity classes (Carreiro da Costa & Marques, 2013; Marques et al., 2011). Physical activities should be properly taught, so students take ownership of them properly and so they can practice them independently. Moreover, being the practice of formal sport and physical activity a predictor of physical activity in adulthood (Telama, Leskinen, & Yang, 1996;. Telama et al., 2006), the teaching of sports that are socially relevant to be taken seriously. Knowledge of physical activity and health-related fitness should be taught so that students know to take decisions related to health consciously.

CONCLUSION

The role of physical education in health promotion is recognized. There are several organizations that recognize and recommend the inclusion of the subject in the school curriculum. There is also evidence that demonstrate the potential of physical activity and discipline of Physical Education in the academic achievement of students. However, not always the Physical Education has also effective in achieving its goals, which will lead us to think if what we are doing is in the right direction. Professionals, instructors, and institutions providing training courses should be called to reflect on the current state of physical education and the future that you want for the discipline. It seems important that we all speak with one voice, we have a common design, so that Physical Education has only one identity, identity compromised and able to achieve the goals of physical education in the school curriculum.

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PHYSICAL EDUCATION IN THE SCHOOL CURRICULUM: WHAT IS? WHAT OPTIONS ARE THERE? WHAT DO WE CHOOSE?

ABSTRACT

The importance attached to physical education in school is justified by the role it has on the formation of new generations, influencing the acquisition of healthy habits and socially relevant learning, contributing to the full and harmonious personal and social development. Although excel as the only discipline capable of promoting the health of school to teach active lifestyles, suffers from a lack of legitimacy, not getting along to the school community presented in a clear way with defined objectives and content and the absence consensus among teachers against the various conceptions of teaching. It is in this scene and trying to contribute to the improvement of the status of physical education in school that this article discusses through the research results the potential of discipline in health promotion, the relationship with physical activity and academic performance of students. Finally, we see the conceptions of Physical Education reflecting on the most appropriate to promote active, healthy lifestyles and promoting physical activity in quantity, quality and intensity sufficient to meet the recommendations.

KEYWORDS: Physical Education. Conceptions. Health promotion. Active lifestyles.

ÉDUCATION PHYSIQUE À L'ÉCOLE CURRICULUM: CE EST QUOI? IL YA DES OPTIONS? CE QUE NOUS VOULONS CHOISIR?

RÉSUMÉ

L'importance accordée à l'éducation physique à l'école est justifiée par le rôle qu'elle a sur la formation de nouvelles générations, influencer l'acquisition de saines habitudes de vie et l'apprentissage socialement pertinente, contribuant au développement personnel et social complet et harmonieux. Bien que Excel comme la seule discipline capable de promouvoir la santé de l'école pour enseigner des modes de vie actifs, souffre d'un manque de légitimité, ne se entendent pas à la communauté scolaire présenté de façon claire avec des objectifs définis et le contenu et l'absence consensus entre les enseignants contre les différentes conceptions de l'enseignement. Ce est dans cette scène et en essayant de contribuer à l'amélioration de l'état de l'éducation physique à l'école que cet article traite à travers les résultats de recherche le potentiel de la discipline dans la promotion de la santé, de la relation avec l'activité physique et le rendement scolaire des élèves. Enfin, nous voyons les conceptions de l'éducation physique réfléchir sur le plus approprié pour promouvoir des modes de vie sains et actifs et la promotion de l'activité physique en quantité, qualité et intensité suffisante pour répondre aux recommandations.

MOTS-CLÉS: Éducation physique. Conceptions. Promotion de la santé. Des modes de vie actifs.

EDUCACIÓN FÍSICA EN EL PLAN DE ESTUDIOS DE LA ESCUELA: ¿QUÉ ES? HAY OPCIONES? LO QUE QUEREMOS PARA ELEGIR?

RESUMEN

La importancia que se concede a la educación física en la escuela se justifica por el papel que tiene en la formación de las nuevas generaciones, que influyen en la adquisición de hábitos saludables y el aprendizaje de relevancia social, contribuyendo al desarrollo personal y social pleno y armonioso. Aunque excel como la única disciplina capaz de promover la salud de la escuela para enseñar a los estilos de vida activos, adolece de falta de legitimidad, no se lleva a la comunidad escolar se presenta en forma clara con los objetivos y contenidos definidos y la ausencia consenso entre los profesores contra las diversas concepciones de la enseñanza. Es en este escenario y tratar de contribuir a la mejora de la situación de la educación física en la escuela que este artículo se describe a través de los resultados de la investigación del potencial de la disciplina en la promoción de la salud, la relación con la actividad física y el rendimiento académico de los estudiantes. Por último, vemos las concepciones de la Educación Física reflexionar sobre el más adecuado para promover estilos de vida activos y saludables y la promoción de la actividad física en la cantidad, la calidad y la intensidad suficiente para cumplir con las recomendaciones.

PALABRAS CLAVE: Educación Física. Concepciones. Promoción de la salud. Estilos de vida activos.

EDUCAÇÃO FÍSICA NO CURRÍCULO ESCOLAR: PARA QUE SERVE? QUE OPÇÕES EXISTEM? O QUE QUEREMOS ESCOLHER?

RESUMO

A importância atribuída a Educação Física na escola justifica-se pelo papel que esta exerce sobre a formação das novas gerações, influenciando a aquisição de hábitos saudáveis e aprendizagens socialmente relevantes, contribuindo para o pleno e harmonioso desenvolvimento pessoal e social. Apesar de notabilizar-se como a única disciplina capaz de promover a saúde dos escolares ao ensinar estilos de vida ativos, sofre pela falta de legitimidade, não conseguindo junto à comunidade escolar apresentar-se de forma clara com objetivos e conteúdos definidos, além da ausência de consenso entre os professores frente às diversas concepções de ensino. É neste panorama e procurando contribuir com a melhoria do estatuto da Educação Física na escola que o presente artigo aborda por meio dos resultados da investigação o potencial da disciplina na promoção da saúde, a relação com a atividade física e com o rendimento acadêmico dos alunos. Por fim, veremos as concepções de Educação Física refletindo sobre a mais adequada para a promoção de estilos de vida ativos e saudáveis e que promove a atividade física em quantidade, qualidade e intensidade suficientes de modo a atender as recomendações.

PALAVRAS-CHAVE: Educação Física escolar. Concepções. Promoção da saúde. Estilos de vida ativos.