

**CONTINUING EDUCATION IN PHYSICAL EDUCATION AND HEALTH
PROMOTION PRACTICES: RELATED STUDIES**

***FORMAÇÃO CONTINUADA EM EDUCAÇÃO FÍSICA E PRÁTICAS DE PROMOÇÃO
DE SAÚDE: ESTUDOS RELACIONADOS***

***EDUCACIÓN CONTINUA EN PRÁCTICAS DE EDUCACIÓN FÍSICA Y PROMOCIÓN
DE LA SALUD: ESTUDIOS RELACIONADOS***

Stela Lopes SOARES¹

Viviany Caetano Freire AGUIAR²

Ricardo Kenji SHIOSAKI³

Paulo Adriano SCHWINGEL⁴

Heraldo Simões FERREIRA⁵

ABSTRACT: This article establishes an analytical framework of studies related to the theme continuing education in physical education and health promotion practices. The methodology used is qualitative, based on the bibliographic survey, called "related studies", through cataloging, tabulation and analysis of data obtained in the titles, abstracts and methodology of scientific articles. As a result, the research presented limitations and weaknesses of discussions about continuing education in physical education and health promotion practices, and about the need for training in the scope of health promotion practices in school physical education, considering that in this curricular component, we still encounter many challenges about health-related knowledge. Therefore, we confirm the significance and premeence of debates on health promotion in school Physical Education. In particular, with regard to the continuing education and pedagogical practice of teachers inserted in basic education institutions.

KEYWORDS: Continuing education. Physical education. Health promotion.

¹ INTA University Center (UNINTA), Sobral – CE – Brazil. Coordinator of the Physical Education Course. Member of the Study and Research Group in School Physical Education (GEPEFE/UECE). Doctorate in Education (PPGE/UECE). ORCID: <https://orcid.org/0000-0002-5792-4429>. E-mail: stela.soares@uninta.edu.br

² INTA University Center (UNINTA), Sobral – CE – Brazil. Teacher of the Physical Education Course. Member of the Study and Research Group in School Physical Education (GEPEFE/UECE). Master's in Health Education (UECE). ORCID: <https://orcid.org/0000-0001-6982-3847>. E-mail: viviany_cfa@hotmail.com

³ University of Pernambuco (UPE), Petrolina – PE – Brazil. Permanent Professor of the Graduate Program in Teacher Training and Interdisciplinary Practices (PPGFPI). Member of the Research Group on Human Performance (GPEDH/UPE). PhD in Biological Sciences (UFPE). ORCID: <https://orcid.org/0000-0001-9338-5824>. E-mail: ricardo.shiosaki@upe.br

⁴ University of Pernambuco (UPE), Petrolina – PE – Brazil. Permanent Professor of the Postgraduate Program in Rehabilitation and Functional Performance (PPGRD). Leader of the Human Performance Research Group (GPEDH/UPE). Doctorate in Medicine and Health (UFBA). ORCID: <https://orcid.org/0000-0002-2935-3403>. E-mail: paulo.schwingel@upe.br

⁵ Ceará State University (UECE), Fortaleza – CE – Brazil. Adjunct Professor of the Physical Education Course and Permanent Professor at the Graduate Program in Education (UECE). Coordinator of the Study and Research Group on School Physical Education (GEPEFE/UECE). Doctorate in Public Health (UECE). ORCID: <https://orcid.org/0000-0003-1999-7982>. E-mail: heraldo.simoese@uece.br

RESUMO: *Este artigo estabelece um quadro analítico de estudos relacionados à temática formação continuada em educação física e práticas de promoção de saúde. A metodologia utilizada é a de abordagem qualitativa, a partir do levantamento bibliográfico, denominado “estudos relacionados”, por meio da catalogação, tabulação e análise de dados obtidos nos títulos, resumos e metodologia de artigos científicos. Como resultado, a pesquisa apresentou limitações e fragilidades das discussões sobre a formação continuada em educação física e práticas de promoção de saúde, e acerca da necessidade de uma formação no âmbito das práticas de promoção de saúde na educação física escolar, tendo em vista que neste componente curricular ainda encontramos muitos desafios sobre o conhecimento relacionado à saúde. Confirmamos, portanto, a significância e premência de debates sobre a promoção de saúde na Educação Física escolar. Em especial, no que diz respeito à formação continuada e prática pedagógica dos professores inseridos nas instituições de educação básica.*

PALAVRAS-CHAVE: *Formação continuada. Educação física. Promoção de saúde.*

RESUMEN: *Este artículo establece un marco analítico de estudios relacionados con el tema educación continua en las prácticas de educación física y promoción de la salud. La metodología utilizada es cualitativa, basada en la encuesta bibliográfica, denominada "estudios relacionados", mediante catalogación, tabulación y análisis de los datos obtenidos en los títulos, resúmenes y metodología de los artículos científicos. Como resultado, la investigación presentó limitaciones y debilidades de las discusiones sobre la educación continua en las prácticas de educación física y promoción de la salud, y sobre la necesidad de capacitación en el alcance de las prácticas de promoción de la salud en la educación física escolar, considerando que en este componente curricular, todavía encontramos muchos desafíos sobre el conocimiento relacionado con la salud. Por lo tanto, confirmamos la importancia y la premisa de los debates sobre la promoción de la salud en la Educación Física escolar. En particular, con respecto a la educación continua y la práctica pedagógica de los maestros insertados en instituciones de educación básica.*

PALABRAS CLAVE: *Educación continua. Educación física. Promoción de la salud.*

Introduction

We believe it is necessary to understand how is the production at national level in the field of dissertations and theses, the main concepts worked and categories discussed in the scope of Health Promotion Practices at school and in the continuing education of teachers of Physical Education, for a better understanding of the discussions related to the proposal of our study, as well as to find elements that can infer other looks and analyses with similarities or distancements in relation to the theme of this article.

For that, we prepared a survey of studies related to our object; it is important to broaden the view on the productions already carried out in relation to the theme that will be worked on in the construction of the text, which leads us to better understand the categories that make up our study, among them the training of teachers, more specifically in the area of

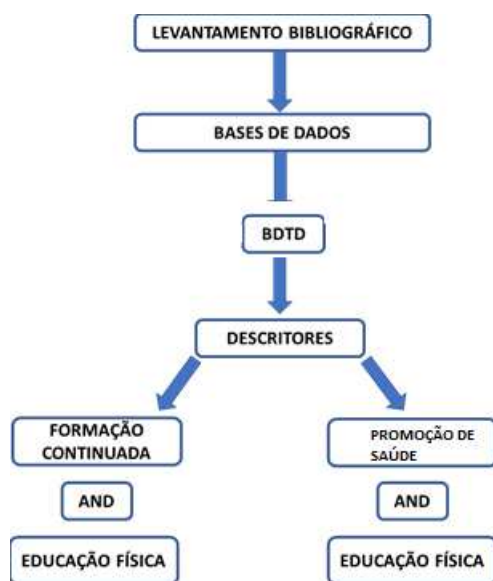
Physical Education, and the constitution or promotion of health promotion at school. About health at school, this theme has been discussed as part of the content to be worked on in schools during Physical Education classes, because we apprehend that Physical Education, in a reductionist way, has an area more focused on the pedagogical field and another one more related to the biologic field. However, in our conception, when working on health promotion at school, we understand that there is no dissociation between both fields and that this dialogue is open and broad, integrating the perspective that Physical Education as a discipline at school leads us to think about the place this discipline occupies in the school context.

Regarding teacher training, we based ourselves on Garcia's concept (1999), because the author argues that this teacher training refers to an area of knowledge and research that seeks to study the processes that lead teachers to seek the improvement of their knowledge. Based on this assumption, teacher education must contribute to the discussions, reflections and practices of Physical Education teachers in the school context, in order to promote knowledge through continuing education and, thus, bring light to current discussions on the theme, focusing on the understanding of this formative process as essential to broaden the view on Physical Education.

First step: the selection and organization of sources for the searches

In order to better clarify the methodological path followed to conduct the survey, the first step was to decide which databases to use, which descriptors and combinations would be used, mirroring our research object and our thematic categories. We made some decisions that are explained in figure 1 below:

Figure 1 – Simplified scheme of the steps for the Related Studies⁶



Source: Prepared by the authors (2022)

As shown in figure 1, the database indicated for the Related Studies was the Brazilian Library of Theses and Dissertations - BDTD; we chose it because it is a recognized repository of theses and dissertations. To perform the searches, we chose the following descriptors: Health Promotion, Physical Education, Health Practice, and Continuing Education, and organized the combinations as follows:

- Health Promotion AND Physical Education AND Health Practice.
- Continuing Education AND Physical Education AND ALL FIELDS Health Promotion.

We understood that the descriptor should appear only in the title of the articles so that we could better filter the searches in a more specific way, to minimize publications unrelated to the theme and, thus, be able to make a more targeted search. Regarding the time frame for the survey in the selected database, it covers the period from 2011 to 2021. We chose this cutout in order to broaden the search and thus have an analysis of the most recent works from the last 10 years.

In summary, the criteria for the selection of works for analysis were those comprised in the temporality of the last 10 years, theses and dissertations, combination of descriptors in capital letters and between quotation marks and, later, the selected works went through a

⁶ Levantamento bibliográfico = Bibliographical survey; Base de dados = Database; Descritores = Descriptors; Formação continuada = Continuing education; Educação Física = Physical Education; Promoção de saúde = Health promotion

deeper analysis to reach those that really had an approximation with the object of study of the thesis.

In this way, to carry out the analyses of this study, we opted for the discursive analysis, that is, through it we can say that there are expected readings for the text, although this prediction is not absolute, because new readings of it will always be possible.

Thus, for the presentation of the results, we opted initially for a survey regarding the quantitative aspect of the works that were mapped in the selected database, that is, the BDTD. This quantitative aspect refers to the works that underwent an initial analysis, then a pre-selection, and finally, after a more detailed reading, we were able to find the works that really had more to do with our object of study and that could contribute to the reflections on the highlighted categories.

Below is chart 1, referring to this quantitative survey, for a better understanding of the investigated universe.

Chart 1 – Quantitative of papers related to the theme and selected from the database.

DATABASE	Descriptor	Number of Shortlisted Found	Number of selected papers
BDTD	Health Promotion AND Physical Education AND Health Practice	229 papers	08 Dissertations 01 Thesis
	Continuing Education AND Physical Education and ALL FIELDS Health promotion	227 papers	05 Dissertations 05 Thesis
TOTAL		469	19

Source: Prepared by the authors (2022)

We can observe that our search identified few works that were actually related to our object of study, i.e., Teacher Training and the Promotion of Health Practices at school in the field of Physical Education.

With the purpose of further filtering the search, aiming at a closer approximation to the study, we tried to substantiate in studies that approached the health practices at school, their concepts, in face of the training process of health professionals. In this attempt, only 03 papers were selected with the descriptor Health Promotion AND Physical Education AND

Health Practice. Thus, 10 works were chosen from the descriptors: Continuing Education AND Physical Education AND Health Promotion, being 10 dissertations and 03 theses.

We initially understood with this survey that there is little scientific production in terms of dissertations and theses on the central theme of the object of study, which leads us to reflect on the relevance of research that will expand the discussions and knowledge in this area.

In order to elaborate a profile of the publications found, we present below the authors, the nature of the study, the titles of the studies found and their respective objectives.

Chart 2 – Selected works in the Digital Library of Theses and Dissertations/ BDTD (December/2021).⁷

(continue)

Continuing Education AND Physical Education AND Health promotion			
AUTHOR	NATURE	TITLE	OBJECTIVE
COPETT (2013)	Thesis	Intervenções Educativas em saúde com professores e alunos do ensino fundamental por meio da problematização.	To evaluate the effectiveness of the problematization methodology as an interdisciplinary teaching tool, and to promote the training of elementary school teachers and students on health and risk factors for NCDs.

Source: Prepared by the authors (2022)

⁷ Translator's note: We have chosen to keep the original title of the articles in the Brazilian Portuguese language

Chart 2 – Selected works in the Digital Library of Theses and Dissertations/ BDTD
(December/2021).

(continue)

Continuing Education AND Physical Education AND Health promotion			
AUTHOR	NATURE	TITLE	OBJECTIVE
OLIVEIRA (2014)	Dissertation	Saúde na Educação Física Escolar: ambivalência e prática pedagógica.	To investigate how the theme of health has been approached in the pedagogical practices of school PE, in the city of Vitória/ES, as well as in the official government documents and theoretical materials of the area, noticing which are the possibilities of expansion and operationalization of this theme and how it can contribute to think about educational actions for health in the classes of this discipline.
COSTA (2016)	Dissertation	Formação do profissional de Educação Física para atuação da saúde pública.	To analyze the training of Physical Education Professionals considering the demands for public health performance in the municipality of Maceió.

Source: Prepared by the authors (2022)

Chart 2 – Selected works in the Digital Library of Theses and Dissertations/ BDTD (December/2021).

(continue)

Continuing Education AND Physical Education AND Health promotion			
AUTHOR	NATURE	TITLE	OBJECTIVE
PIRES (2016)	Dissertation	Análise dos programas de atividade física dos municípios pertencentes à microrregião de saúde de Uberaba – MG.	To identify and describe the characteristics of the Physical Activity Programs and to profile the implementers of these Programs in the cities of the Health Microregion of Uberaba, MG.
CALEGARI (2017)	Dissertation	O perfil profissional docente dos egressos da faculdade de educação física da Universidade Federal de Uberlândia/ MG.	To analyze the professional trajectory of Physical Education graduates from the Physical Education course at the Federal University of Uberlândia - FAEFI/UFU from 1990 to 1994 and their impressions about their academic training.
COSTA (2018)	Dissertation	Atuação docente em educação física escolar na educação de jovens e adultos: um convite a ampliar as ações de promoção da saúde.	To know how Physical Education teachers, working in EJA (Youth and Adult Education), have been developing their classes around the theme of Health Promotion in this modality of education.

Source: Prepared by the authors (2022)

Chart 2 – Selected works in the Digital Library of Theses and Dissertations/ BDTD (December/2021).

(continues)

Continuing Education AND Physical Education AND Health promotion			
AUTHOR	NATURE	TITLE	OBJECTIVE
RIBEIRO (2018)	Dissertation	Sentidos atribuídos pelos alunos com deficiência e pelos professores às aulas de Educação Física escolar.	To analyze how physical education classes attended by students with disabilities are meant by physical education teachers and by these teachers' students with disabilities.
MENDES (2013)	Dissertation	As práticas corporais e a <i>Clinica Ampliada</i> : A Educação Física na atenção básica.	To implement an intervention project of body practices for users of the School Health Center (CSE), for the "experimentation" of the "Extended Clinic" theory in order to contribute to the debate about the qualification of the actions of Physical Education professionals in the public health service.

Source: Prepared by the authors (2022)

Chart 2 – Selected works in the Digital Library of Theses and Dissertations/ BDTD
(December/2021).

(continuation)

Continuing Education AND Physical Education AND Health promotion			
AUTHOR	NATURE	TITLE	OBJECTIVE
SOARES (2013)	Dissertation	Implementação da política nacional de humanização: olhar dos gerentes da atenção primária à saúde.	To understand and describe the context of the implementation of the National Humanization Policy in primary health care from the perspective of health care managers.
BRACANENSE (2014)	Dissertation	Qualidade de vida no trabalho: discurso dos profissionais de saúde da estratégia saúde da família.	To understand the meanings that health professionals of the Family Health Strategy (FHS) attribute to quality of life at work.
MARTINEZ (2014)	Thesis	Educação Física e saúde pública: a inserção do profissional de educação física em um núcleo de apoio à saúde da família (GOIÂNIA/GO).	To analyze the guidelines, the legal landmarks, and the academic production that deal with Physical Education in Public Health and to analyze the perceptions of managers and multiprofessional teams about the contributions of Physical Education to the work developed by the Family Health Support Center (FHSC) in Goiânia/GO.

Chart 2 – Selected works in the Digital Library of Theses and Dissertations/ BDTD (December/2021).

(conclusion)

Continuing Education AND Physical Education AND Health promotion			
AUTHOR	NATURE	TITLE	OBJECTIVE
ROBERTO (2016)	Dissertation	Práticas de promoção da saúde no contexto do SUS: mapeando significados junto a usuários em uma UBS capixaba.	To conduct a descriptive-analytical study about the daily practices in the light of the Expanded Clinic perspective in a Health Promotion Group (HPG), the Men's Group (MG), developed in a Health Care Unit of Espírito Santo state.
IVO (2019)	Thesis	Avaliação Qualitativa das Academias da Saúde de Belo Horizonte: A Ótica dos Atores.	Investigate how the ways of thinking and acting of users and professionals relate to their implications on the Program's proposals.

Source: Prepared by the authors (2022)

Regarding the descriptor: Continuing Education AND Physical Education AND Health Promotion, the studies we found were Copetti (2013), Oliveira (2014), Costa (2016) Pires (2016), Calegari (2017), Costa (2018) and Ribeiro (2018).

Pires (2016), Costa (2018) and Ribeiro (2018) had correlation with the performance of Physical Education teachers in activity programs that aim to promote Health, including students with disabilities.

In the study by Pires (2016) it was observed that Physical Activity Programs are present in all the municipalities analyzed, with an offer of resources, activities, and enforcers with higher education and training in Physical Education, however, investment in continuing education, participation of the management of Physical Activity Programs - PAF, expansion of physical evaluations, and insertion of Physical Education professionals in PAFs linked to the Health Secretariats are still gaps to be filled.

Costa (2018) discourses that Physical Education teachers point to the need for improvement of teaching performance in relation to Health Promotion, so it is essential that there is an investment in initial and continuing education of Physical Education teachers

regarding their performance with the theme of Health Promotion in the school context, and particularly in the Young Adult Education.

The authors above also state that Physical Education teachers need to have access to knowledge that is not only biological, but also social, philosophical, historical and cultural knowledge that permeates Health Promotion. The training courses, both initial and continued, need to reinforce a comprehensive training, especially with greater investment in discussions of Health Promotion based on the human sciences, in order to lead teachers to critical contribution, to reflect on the social and cultural problems that influence the improvement of health and quality of life.

In relation to Ribeiro's (2018) study, it was possible to observe divergences among the interviewed teachers. Some stated that during their initial or continuing education they had no training on the content of working with students who have disabilities. Other teachers who had little access to these contents reported that what was seen was not enough for their pedagogical practice with this public of Special Education. In some answers, continued education emerged as a good help for professional training, because through it, it is possible to improve the quality of teaching through the social changes they may generate, transformations regarding teaching-learning and, thus, be able to reflect on their practice and direct it according to the reality in which they work, focused on the students' interests and needs.

In this aspect, it is essential that the education system prioritizes the training of Physical Education professionals to attend children with disabilities, as well as launch internships for students to acquire experiences and, thus, improve their reasoning through the inclusion of these students.

The continuing education used by Copetti (2013) with the problematization methodology proved to be viable and motivating, both for students and teachers. The students considered the PM proposal attractive and motivating, and the teachers also showed interest and good acceptance. However, the difficulty in accessing training and the difficulty in motivating teachers due to excessive workloads make it increasingly difficult to use this form of teaching as an active methodology. In this article, the effectiveness of the problematization methodology as an interdisciplinary teaching tool was proven, because it uses problems as a teaching-learning strategy, making the student interact actively, as an actor in the knowledge construction process, resulting in meaningful learning.

The study by Oliveira (2014) focused on the investigation of the approach to the theme of health promotion in the pedagogical practices of elementary school. To this end,

documents from the bold Health at School Program were analyzed, in order to understand the relationships between the health and education sectors. This program is an innovative initiative to improve the quality of life of the Brazilian population with health and education policies aimed at children, adolescents, youth, and adults in the Brazilian public school network.

The studies by Costa (2016) and Calegari (2017) had correlation, as they analyzed the professional courses in the view of students and teachers through the knowledge provided to them during their graduation, as well as the training of teachers.

The dissertative analysis made by Costa (2016) to the curricula of the Physical Education course in Higher Education Institutions - HEIs in the city of Maceió showed that it is necessary to review the disciplines and internships directed to public health so that these future professionals have a quality professional training, because the research showed a strong direction in the area of sports and gyms, leaving the disciplines focused on public health as electives and electives, making clear the deficiency of disciplines focused on prevention, promotion and action with the population in situations of social vulnerability.

Calegari (2017) analyzed the professional trajectory of graduates from 1990 to 1994 of the Physical Education course at the Universidade Federal de Uberlândia, seeking their impressions about the academic training. The results obtained show that the course partially met the students' expectations, since it managed to provide basic knowledge through a qualified teaching staff, but did not show connection with the reality of this professional's performance due to the difficulties encountered by the graduates in their entry into the world of work in the chosen field.

An important finding was that some of the studies analyzed said they were not interested in the area of teaching. The facts verified in the research, the dichotomy between theory and practice and the dichotomy between the curriculum and the world of work, are configured as complicating agents in initial training and professionalization. This fact makes us reflect on whether the knowledge experienced in the training courses is in fact consistent with the professional reality found by most graduates, since their reports point to the distance between the experiences at the University and the reality of the world of work.

When the descriptors Health Promotion AND Physical Education AND Health Practices were used, six articles were found: Mendes (2013), Soares (2013), Bracanense (2014), Martinez (2014), Roberto (2016) and Ivo (2019).

Mendes (2013) and Roberto (2016) addressed the perspectives regarding daily practices in light of the Expanded Clinic in the public health service, mainly in the insertion of health promotion in male gender groups.

The study by Mendes (2013) evidenced the implementation of an intervention project of body practices using as intervention resources the Expanded Clinic and the "conversation wheels" between the group participants and the professionals of the Family Health Centers - FHC. The methodology used is focused on the theoretical-conceptual and organizational reformulation of health work. This experience showed that the Expanded Clinic theory allows the production of health practices beyond the hegemonic perspective of Physical Education and also considers the challenge of proposing actions that dialogue with people's health needs and that are consistent with the principles of the Unified Health System - SUS.

The descriptive-analytical study by Roberto (2016) about the daily practices in the light of the Expanded Clinic perspective shows that the insertion of the health professional in Primary Health Care - PHC can go beyond the traditional model. The variety of strategies adopted in the groups included: welcoming, therapeutic workshops, health education, playful activities, body practices, initiatives that proved to be productive and promising alternatives for health promotion.

In addition to the use of therapeutic workshops, the use of body practices, playful activities and sports for health promotion in the Men's Group proved to be essential to stimulate the development of bonds of the participants with the group, as well as to encourage their inclusion and protagonism in health care. In addition to the physical benefits, the body practices showed that they are potent in providing the feeling of pleasure, enabling male users to experience the Basic Health Unit - BHU in a different and relaxed way.

Soares (2013) and Bracanense (2014) correlate their studies when they address discussions that allow reflecting the reality of public health services and the quality of life at work of the professionals who are part of this professional body.

Soares (2013) enabled us to understand the approximation of the reality of daily life in public health permeated by challenges, uncertainties, difficulties, but also by advances and benefits, having as reference the viewpoint of the managers of the Health Units who, in turn, few were able to express an understanding of the purpose or conceptualize the national policy of humanization. Some interviewees confuse it with the etymology of the term humanization, so there was a deficit in the knowledge about the National Humanization Policy - NHP, and this may be hindering the operationalization of its principles and devices, its organization. Some interviewees end up relating the NHP simply to the idea of compassion, respectful

treatment or providing the citizen's well-being, showing lack of understanding and little familiarity with the theme.

The study by Bracanense (2014) analyzed the discourse of health professionals from the family health strategy to understand the meanings they ascribe to quality of life at work. It was possible to notice that these professionals could not express a concrete definition, and ended up adopting the experiences lived in the work environment as an answer.

Based on the results found, it is possible to consider that the meanings given to quality of life at work by health professionals of the Family Health Strategy - FHS, go through both subjective aspects, such as liking the profession, focusing on practicing the job with love, dedication and commitment, and also by the issues of working conditions, such as inadequate physical structure, insufficient human resources and materials, excessive demand, occupational stress, long working hours and, especially, low pay.

Martinez (2014) presented in his thesis the guidelines, legal frameworks, and academic production that deal with Physical Education in Public Health, concluding that the field of Physical Education has an insufficient number of professionals and salary inequalities; even so, it is still possible to observe contributions with the work with groups, in territory projects, and in the Health Academies. All the professionals interviewed emphasize the contribution of Physical Education in overcoming health practices focused on the care dimension from the appropriation of concepts of health promotion and territory.

However, it is important to highlight that the precarious working conditions of the Family Health Support Center - FHSC express the fragility of the proposal in the strengthening of its principles and its role of care coordination in the network of health care services. Although workers recognize and claim for better working conditions, the management dimension stood out as one of the central problems to be faced by FHSC.

Ivo's (2019) thesis inquires that the representations of professionals and users are conflicting in relation to the Health Academy Program. Some opinions presented in the study state that the program is still rooted in the biomedical model, where they believe that to have good health it is necessary to comply with recommendations and prescriptions. The construction of new knowledge and representations that lead to greater user autonomy is, therefore, compromised.

From this perspective, Physical Education Professionals in Belo Horizonte highlight the importance of the Health Academy Program and defend its necessity for the population's health, identifying it as a public policy of health promotion that responds to the principle of

equity, since it allows the low-income population to have access to quality and free physical activity.

Final remarks

It is evident that investment in continuing education in health is necessary to promote the knowledge of students, teachers and Physical Education professionals who work in public health. The studies involving this theme, although scarce, make us reflect on the need for improvement and training of these professionals, especially when it comes to health promotion in the public network.

The studies discussed make us reflect that analyzing Theses and Dissertations that address new types of teaching methodology applied to health promotion is extremely important, as occurred in the study by Copetti (2013), which compared its effectiveness through this type of approach inserted in continuing education, both for students and teachers.

However, it was observed that, in relation to Physical Education professionals, the issue of motivation for these trainings depends on their level of satisfaction in their work environment, which often goes through excessive workloads and lack of equipment to properly perform their job.

Many of the educational programs addressed in the studies, such as the PSE (School Health Program), show to be a good educational initiative to promote health, taking knowledge and information, but they need constant evaluations by managers so that their approach is carried out effectively, ensuring learning for students and quality of life for professionals.

We also observed that evaluating the training of students and analyzing the opinion of teachers is a good way to discuss the methods of approaching health promotion in Physical Education courses, as can be seen in the studies of Costa (2016) and Colegari (2017). From studies like these, one can know the practices and didactics applied by teachers and, most importantly, if students are managing to acquire knowledge through them.

Regarding the quality of health services offered to the population, the studies by Mendes (2013) and Roberto (2016) proved to be effective in analyzing health practices in the public service. The more humanized type of approach reflected in a greater acceptance and satisfaction in a group of people who were part of some therapeutic activities and workshops.

We thus consider that health promotion inserted in a playful and relaxed way enables the construction of a personal bond that stimulates the satisfaction and well-being of the population that seeks the public health service. What also induces a reflexive criticism when

compared to the study by Soares (2013), which emphasized the importance of Physical Education professionals knowing, understanding, and practicing the National Humanization Policy.

We conclude that the analyzed studies are efficient to promote the construction of a reflection on the various forms of methodologies, approaches and health practices, especially in the public network, through the content passed on by teachers in Physical Education courses, as well as professionals working in the public service.

REFERENCES

BRACANENSE, C. F. **Qualidade de vida no trabalho**: Discurso dos profissionais de saúde da estratégia saúde da família. 2014. Dissertação (Mestrado em Atenção em Saúde) – Universidade Federal do Triângulo Mineiro, Uberaba, 2014. Available at: https://bdtd.ibict.br/vufind/Record/UFTM_ffc8b61a225e9634680d8cb58a0fca19. Access on: 14 Dec. 2021.

CALEGARI, C. R. **O Perfil profissional docente dos egressos da faculdade de educação física da universidade federal de Uberlândia/MG**. 2017. Dissertação (Mestrado em Educação Física, Esporte e Saúde) – Universidade Federal do Triângulo Mineiro, Uberaba, 2017. Available at: <http://200.131.62.27/bitstream/tede/460/5/Dissert%20Carmem%20R%20Calegari.pdf>. Access on: 14 Dec. 2021.

COPETTI, J. **Intervenções Educativas em saúde com professores e alunos do ensino fundamental por meio da problematização**. 2013. Tese (Doutorado em Educação em Ciências) – Universidade Federal de Santa Maria, Rio Grande do Sul, 2013. Available at: <https://repositorio.ufsm.br/handle/1/3536>. Access on: 06 Jan. 2022.

COSTA, A. P. **Formação do profissional de Educação Física para atuação da saúde pública**. 2016. Dissertação (Mestrado em Ensino em Ciências da Saúde) – Universidade Federal de São Paulo, São Paulo, 2016. Available at: https://bdtd.ibict.br/vufind/Record/UFSP_90cfa43b58dfad25dec79c542d40f06c. Access on: 25 Jan. 2022.

COSTA, J. C. G. **Atuação docente em educação física escolar na educação de jovens e adultos**: Um convite a ampliar as ações de promoção da saúde. 2018. Dissertação (Mestrado em Ensino em Biociências e Saúde) – Instituto Oswaldo Cruz, Fundação Oswaldo Cruz, Rio de Janeiro, 2018. Available at: https://bdtd.ibict.br/vufind/Record/CRUZ_ed65503dfa6f7bc0c355533b3dd65794. Access on: 23 Jan. 2022.

GARCIA, C. M. **Formação de professores**. Para uma mudança educativa. Porto: Porto Editora, 1999.

IVO, A. M. S. **Avaliação Qualitativa das Academias da Saúde de Belo Horizonte**: A Ótica dos Atores. 2019. Tese (Doutorado em Enfermagem) – Universidade Federal de Minas Gerais, Belo Horizonte, 2019. Available at:

https://bdtd.ibict.br/vufind/Record/UFMG_2fc175ab732f5c0c132cc12f2f1b96f8. Access on: 19 Jan. 2022.

MARTINEZ, J. F. N. **Educação física e saúde pública**: A inserção do profissional de educação física em um núcleo de apoio à saúde da família (Goiânia/GO). 2014. Tese (Doutorado em Ciências da Saúde) – Universidade Federal de Goiás, 2014. Available at: https://bdtd.ibict.br/vufind/Record/UFMG_98a3620e06c88627f3acb5dcd53e5e07. Access on: 12 Jan. 2022.

MENDES, V. M. **As práticas corporais e a Clínica Ampliada**: A Educação Física na atenção básica. 2013. Dissertação (Mestrado em Educação Física) – Universidade Federal de São Paulo, 2013. Available at: <https://www.teses.usp.br/teses/disponiveis/39/39133/tde-23052013-121424/en.php>. Access on: 17 Jan. 2022.

OLIVEIRA, V. J. M. **Saúde na Educação Física Escolar**: Ambivalência e prática pedagógica. 2014. Dissertação (Mestrado em Educação Física) – Universidade Federal do Espírito Santo, Vitória, 2014. Available at: https://bdtd.ibict.br/vufind/Record/UFES_1c9ced85267bbe31785ff2019a0fdb2f > Access on: 10 Jan. 2022.

PIRES, M. R. **Análise dos programas de atividade física dos municípios pertencentes à microrregião de saúde de Uberaba – MG**. 2016. Dissertação (Mestrado em Educação Física, Esporte e Saúde) – Universidade Federal do Triângulo Mineiro, Uberaba, 2016. Available at: https://bdtd.ibict.br/vufind/Record/UFTM_c25a037842cb746baf26578613273cfb. Access on: 10 Jan. 2022.

RIBEIRO, A. E. **Sentidos atribuídos pelos alunos com deficiência e pelos professores às aulas de Educação Física escolar**. 2018. Dissertação (Mestrado em Enfermagem Psiquiátrica) – Universidade Federal de São Paulo, Ribeirão Preto, 2018. Available at: <https://www.teses.usp.br/teses/disponiveis/22/22131/tde-03062019-155237/en.php>. Access on: 12 Jan. 2022.

ROBERTO, M. S. **Práticas de promoção da saúde no contexto do SUS**: Mapeando significados junto a usuários em uma UBS capixaba. 2016. Dissertação (Mestrado em Educação) – Universidade Federal do Espírito Santo, Vitória, 2016. Available at: https://bdtd.ibict.br/vufind/Record/UFES_40b06d03ce32ee78adcdb4b5b6d0c18d. Access on: 12 Jan. 2022.

SOARES, H. M. **Implementação da política nacional de humanização**: Olhar dos gerentes da atenção primária à saúde. 2013. Dissertação (Mestrado em Atenção à Saúde) – Universidade Federal do Triângulo Mineiro, Uberaba, 2013. Available at: <http://bdtd.uftm.edu.br/handle/tede/257>. Access on: 12 Jan. 2022.

How to reference this article

Stela Lopes SOARES, S. L.; AGUIAR, V.C. F.; SHIOSAKI, R. K.; SCHWINGEL, P. A.; FERREIRA, H. S. Continuing education in physical education and health promotion practices: Related studies. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 17, n. 3, p. 1957-1975, July/Sept. 2022. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v17i3.16399>

Submitted: 26/02/2022

Revisions required: 18/04/2022

Approved: 07/06/2022

Published: 01/07/2022

Processing and publishing by the Editora Ibero-Americana de Educação.

Correction, formatting, standardization and translation.