

**THE KNOWLEDGE PRODUCED IN THE TRAINING PROCESSES IN PHYSICAL EDUCATION FOR SCHOOL HEALTH: THE STATE OF THE QUESTION**

***OS SABERES PRODUZIDOS NOS PROCESSOS FORMATIVOS EM EDUCAÇÃO FÍSICA PARA A SAÚDE NA ESCOLA: O ESTADO DA QUESTÃO***

***LOS CONOCIMIENTOS PRODUCIDOS EN LOS PROCESOS FORMATIVOS EN EDUCACIÓN FÍSICA PARA LA SALUD EN LA ESCUELA: EL ESTADO DE LA CUESTIÓN***

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**ABSTRACT:** This article aims to highlight the productions and discussions about the theme of health in school Physical Education. The methodology used was qualitative research, based on the bibliographic survey, methodologically supported by the State of the Question (NÓBREGA-THERRIEN; THERRIEN, 2010). Data collection was conducted on the Portal of Periodicals of the Coordination for the Improvement of Higher Education Personnel (CAPES), having as a temporal interstice the publications between 2004 and 2021. As a result, through the analysis of the collected productions, it was found a concern with the need to broaden the debates and reflections about the interface “health, education and Physical Education”, recognizing that a Physical Education for health in the school setting should allow the emancipation of the students, favoring and stimulating critical reflection on the theme of health. Therefore, it is understood that, for this problematization to be possible, it is essential that the training of teachers stimulates new reflections about the expanded theme of health for the development of the pedagogical praxis in school.

**KEYWORDS:** Physical education. School. Training. Pedagogical praxis. Health.

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**RESUMO:** Este artigo tem por objetivo evidenciar as produções e discussões acerca da temática saúde na Educação Física escolar. A metodologia utilizada foi a pesquisa qualitativa, a partir do levantamento bibliográfico, amparada metodologicamente no Estado da Questão (NÓBREGA-TERRIEN; TERRIEN, 2010). O levantamento de dados foi feito no Portal de Periódicos da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), tendo como interstício temporal as publicações entre 2004 e 2021. Como resultados, constatou-se mediante análise das produções coletadas a preocupação com a necessidade de ampliar as discussões e reflexões acerca da interface saúde, educação e Educação Física, reconhecendo que uma Educação Física para a saúde no âmbito escolar deve permitir a emancipação dos alunos, favorecendo e estimulando a reflexão crítica sobre a temática saúde. Portanto, entendemos que para que esta problematização seja possível é imprescindível que a formação dos professores impulse novas reflexões acerca da tematização ampliada da saúde para o desenvolvimento da práxis pedagógica na escola.

**PALAVRAS-CHAVE:** Educação física. Escola. Formação. Práxis pedagógica. Saúde.

**RESUMEN:** Este artículo se propone señalar las producciones y discusiones sobre el tema de la salud en la Educación Física escolar. La metodología utilizada fue la investigación cualitativa, basada en la búsqueda bibliográfica, sostenida metodológicamente en el Estado de la Cuestión (NÓBREGA-TERRIEN; TERRIEN, 2010). La recolección de datos se realizó en el Portal de Periódicos de la Coordinación de Perfeccionamiento del Personal de Nivel Superior (CAPES), teniendo como intersticio temporal las publicaciones entre 2004 y 2021. Como resultado, a través del análisis de las producciones recolectadas, se constató la preocupación por la necesidad de ampliar los debates y reflexiones sobre la interfaz “salud, educación y Educación Física”, reconociendo que una Educación Física para la salud en el ámbito escolar debe permitir la emancipación de los estudiantes, favoreciendo y estimulando la reflexión crítica sobre el tema de la salud. Por consiguiente, entendemos que, para que esta problematización sea posible, es fundamental que la formación de los maestros estimule nuevas reflexiones sobre el tema ampliado de la salud para el desarrollo de la praxis pedagógica en la escuela.

**PALABRAS CLAVE:** Educación física. Escuela. Formación. Praxis pedagógica. Salud.

## Introduction

Health is the result of profound social, economic, political and cultural transformations of a time and place, and these changes cause different changes in its conception, because the establishment of contemporary health practices depends on the senses and meanings attributed over time. The conception of health is related to the time, place, social class; individual values, scientific, religious and philosophical conceptions (SCLAR, 2007).

The understanding of health represents a necessary effort to subsidize the understanding about health education, given the different interpretations of knowledge articulated to the conceptions of health that have been developed throughout human history,

where many try to define it precisely. However, even with numerous attempts to construct and redefine the concept, gaps are still observed, and, thus, it has not yet been possible to obtain consensus on the definition of health (MARTINS, 2014).

For Oliveira (2022), health should not be understood only with a narrow conception of absence of disease, but should be based on a perspective of expanded health, which understands health beyond hygienist/biologist issues, where it would be the result of historically established social relations, and that can only be understood in the moment we live, since new possibilities may arise with time.

In this prism, we seek to overcome the reductionist view of health from paradigmatic changes, assuming the need for reflections about social and emotional problems that affect health, and the emergence of an expanded thinking about health that relates it to a set of factors of socioeconomic, political-ideological, cultural and intellectual traditions of each time and context.

However, it has been observed that these reflections have not been translated into positive educational actions, as they continue to reinforce the medicalization model focused on illness rather than on care, health care, health education, and health as a product and part of society's lifestyle and existence conditions. Meeting the health needs of the population requires positive changes in living conditions, which consequently depends on the articulation of a number of factors, among which, health education, anchored to the idea of integrality, has deserved prominence (NOGUEIRA; MIOTO, 2006).

In the area of school Physical Education, this new scenario of changes and transformations in search of overcoming a reductionist paradigm focused on a Cartesian education promotes new looks about health, in opposition to what had historically become hegemonic in Physical Education classes, especially from the constitution of new pedagogical propositions and critical curriculum conceptions in education. Thus, the Physical Education area started a movement to deny the understanding of health only as the absence of diseases and physical activity and/or physical exercise as responsible for health promotion at school, instigating a more pedagogical academic debate of health in school Physical Education, from a critical and reflective perspective of teaching (CAPARROZ, 2007).

Based on these assumptions, the interest arises to identify in the Brazilian scientific literature researches that addressed the health theme. In this line of thought, we intend to carry out a reorganization movement of conceptions and practices of education for health in Physical Education, in order to broaden the view to new perspectives about the health theme in Physical Education classes. Thus, we understand that, in order to identify the contributions

of what we intend to investigate to the field of knowledge, it is necessary this investigation called State of the Question (SQ) about the object of study, from a careful analysis of the scientific productions about the theme.

The state of the question is an instrument that contributes to highlighting what already exists in science about our subject of study, thus allowing a critical reflection about the object of investigation. The state of the question is an instrument that delimits and characterizes the specific object of study, making the selective bibliographic survey, and seeking a critical understanding of the current panorama of the subject to be treated, in order to allow the identification and definition of the object of research through direct consultation to sources such as theses, dissertations and the like (NÓBREGA-THERRIEN; THERRIEN, 2010).

According to the aforementioned authors, the researcher reaches the domain of literature when he is able to investigate an expressive and relevant literature, especially when he is able to use it in the development of analysis and discussion of ideas. In this way, producing the State of the Question is an activity that contributes to the incorporation of new knowledge about the object of investigation, since the SQ is an instrument that allows us to identify what has been proven in the scientific literature, and thus allows the emergence of elements to interpret the reality about the field of knowledge that we propose to research.

The analysis of the material collected for the production of the SQ seeks to promote a questioning and critical look by the researcher, so that the central issues related to the researched study object can be evidenced and delimited. Thus, it is fundamental that the researcher is aware of the existing scientific production in the literature. The State of the Question methodology allows the scientific production found to be analyzed and dialogued with the research proposal to be developed (SILVEIRA; NÓBREGA-THERRIEN, 2011).

Thus, we understand that the analysis made from the State of the Question contributes to point out new theoretical and methodological contributions that this scientific field has taken in terms of theoretical studies and empirical research, especially regarding the two major categories that we have been analyzing and discussing in this study: Physical Education and Health, as well as its implications in the pedagogical practice of teachers who understand and point to the re-signification of teaching, from a critical and reflective perspective.

Therefore, considering the above-mentioned elements, the research aims to highlight the productions and discussions about the health theme in school Physical Education.

## Methodological procedure

The methodology used included a qualitative bibliographical research, methodologically supported in the SQ (NÓBREGA-TERRIEN; TERRIEN, 2010). This methodology was the most viable for the research, because it makes possible the survey of studies concerning the theme of health in school Physical Education, as well as its respective critical analysis.

To obtain data, we chose to use the Periodical Portal of the Coordination for the Improvement of Higher Education Personnel - CAPES (<http://www.periodicos.capes.gov.br/>). The portal gathers and makes available the most varied and relevant national and international scientific production. Its collection includes more than 49 thousand full-text journals and 455 databases with various contents, such as: references, patents, statistics, audiovisual material, technical standards, theses, dissertations, books and reference works (CAPES, 2022).

Considering the amplitude of published scientific production about the theme object of study, the search for the state of the question consisted in properly defining the descriptors to be used in the mapping of the productions. The search processes through the descriptors were thought with the intention of collaborating with the refinement of the mapping and, thus, allow a more consistent analysis of the productions about the object of investigation. Thus, the following search descriptors were chosen: Physical Education, Continuing Education, Health Education, and Pedagogical Praxis, as shown in figure 1:

**Figure 1** – State-of-the-Quality Descriptors



Source: Prepared by the authors

After choosing the descriptors, we then proceeded with the delimitation of sources, following the criterion of amplitude in available scientific studies, as in databases that were the focus of reference for the area under investigation. The first one was considered the anchor descriptor of the search, and should be paired with the other three following ones, since our theme proposes to analyze continued training in Physical Education from a critical-reflective perspective of health education. Thus, to contribute to the definition of the descriptors, we used synonymous words for each descriptor, such as: continued training - continued training and continued teacher training; education for health - health and school

health; finally, the synonymous words for the descriptor pedagogical praxis - educational practice and pedagogical practice.

In the search for articles, we first read the titles and abstracts of the inventoried works. Then, we searched the object of study, analyzed the objectives, the methodological procedures, the theoretical framework, and the conclusions of the investigated studies. Subsequently, we selected the works that revealed analogies with our object of investigation and read some that we considered to be closer to the theme. Whenever necessary, we used filters such as the Boolean character AND, quotation marks, cross-references, and the use of cognates. We also defined a search temporality, justified in the scope of the research.

The use of the boolean AND allows, among other issues, to establish an integration between the anchor descriptor Physical Education and the other descriptors chosen in this research, facilitating the refinement of the search and consequently making it possible to meet the objective of the theme. According to Colepicolo (2014, p. 136): "the Boolean operators enable the union, intersection or exclusion of the key terms entered in the fields. The AND operator intersects two or more terms, so that the resulting records contain all those searched for. In this sense, the descriptors were used and crossed in different ways aiming to find results as close as possible to the object of study.

The inclusion criteria defined for the selection of studies were: full articles that portray the theme related to school Physical Education; health education, teacher training and pedagogical praxis and articles published and indexed in these databases that were published between the years 2004 and 2021 in Portuguese. It is pointed out that the option for this time frame is justified by the publication of Resolution # 07, 2004, referring to the Curricular Guidelines for higher education courses in Physical Education<sup>6</sup>.

The analysis of the abstracts of the articles was carried out through the online portal of CAPES journals. We used the crossing between the descriptors "School Physical Education", "Health Education", "Continuing Education", and "Pedagogical Praxis".

In the first moment, after choosing the descriptors, we used them in combination with each other; in the first search we described "Physical Education" AND "Continuing Education", which generated a number of 88 articles in periodicals. Then "Physical Education" AND "Health", which generated a number of 278 journal articles. Then a cross

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<sup>6</sup> Resolution No. 07 of 2004, referring to the Curricular Guidelines for higher education courses in Physical Education, in its article 3: Physical Education is an area of knowledge and academic-professional intervention that has as object of study and application the human movement, focusing on the different forms and modalities of physical exercise, gymnastics, game, sport, fight/martial art, dance, in the **perspectives of prevention of health worsening problems, promotion, protection and rehabilitation of health** [...] (BRAZIL, 2004, p. 1; our emphasis).

between "Physical Education" AND "Pedagogical Praxis"; this search yielded 13 journal articles.

One of the filters used was to select only peer-reviewed articles; this dropped the selection to 379 studies. Peer review is commonly used in the publication of articles in journals certified by CAPES. It consists in submitting the scientific paper to the evaluation of one or more experts on the subject who, almost always, remain anonymous to the author. These anonymous reviewers make suggestions and changes to the evaluated work, contributing to its quality. Another exclusion factor was the fact that the articles did not present abstracts in Portuguese or did not allow access to the full text.

**Chart 1** – Result of the search for articles about the studied object at the CAPES site

<b>Descriptors</b>	<b>Tracked and analyzed papers</b>	<b>Papers that are related to our object (1st filter)</b>	<b>Papers excluded for not being related to our object (2nd filter)</b>	<b>Works mapped and with descriptive analysis performed because they are related to the general theme of the thesis"</b>
"Physical Education" AND "Continuing Education"	88 articles	09 articles	79 articles	01 article
"Physical Education" AND "Health"	278 articles	18 articles	260 articles	06 articles
"Physical Education" AND Pedagogical Praxis	13 articles	02 articles	11 articles	01 article
Total	379 articles	29 articles	350 articles	08 articles

Source: Prepared by the authors

In chart 01 we observe that only eight articles were selected for reading and analysis, because they are those that had a similar theme and proposal to this project. This is explained, first, because we only selected those peer-reviewed studies, which already presented a considerable cut-off. For example, when entering the descriptor "Physical Education AND "Continuing Education", 88 peer-reviewed studies emerged; of these, 79 were not related to our object, and 09 were related to our object, however, when reading them, it was observed that 08 did not specifically portray the proposal of the work.

When entering the terms "Physical Education" AND "Health" 278 peer-reviewed studies were found and six were selected. It was noticed that eighteen studies brought the perspective of public health, which is not our central focus. By entering the descriptors "Physical Education" AND "Pedagogical Praxis" we found thirteen peer-reviewed articles,

but only one was selected in our search, since eleven were not related to our object, and two were focused on studies about the relationship between physical activity and health.

## Results and discussion

From the analysis of the selected articles, the results allowed us to identify a greater number of studies published in 2015 and carried out with basic education teachers. The studies and their respective objectives can be seen in the table below:

**Chart 2 – Results of the studies found at CAPES<sup>7</sup>**

JOURNAL	YEAR	TITLE	AUTHORS
Revista Brasileira de Ciências do Esporte	2013	Análise da percepção dos professores de Educação Física acerca da interface entre a saúde e a Educação Física escolar: conceitos e metodologias	Ferreira, H. S; Oliveira, B. N; Sampaio, J. J. C.
Revista Hipótese	2015	Reflexões sobre Saúde e Educação Física Escolar: a visão dos professores	Guimarães, C. C.P.A; Neira, M.N; Velardi, M.
Conexões	2015	Abordagem do tema Saúde nas aulas de Educação Física: a realidade de um município da fronteira Oeste do RS	Fogaça, M. S; Jesus, R. F; Copetti, J.
Revista da Educação Física / UEM	2015	Projetos e práticas em educação para a saúde na Educação Física escolar: possibilidades	Oliveira, V. J. M; Martins, I. R; Bracht, V.
Revista Kinesis	2017	Percepções de professores de Educação Física sobre a educação em saúde na escola	Azambuja, C.R <i>et al.</i>
Revista Motricidade	2017	Os saberes escolares em saúde na Educação Física: Um estudo de revisão	Oliveira, J.P. <i>et al.</i>
Revista Conexões	2019	O tema da saúde na Educação Física escolar em três periódicos da Educação Física brasileira	Oliveira, V. J. M.
Revista kinesis	2021	A relação entre saúde e Educação Física escolar: uma revisão integrativa	Mantovani, T.V.L; Maldonado, D.T; Freire, E.S.F.

Source: Prepared by the author

The discussion about the findings was organized starting with the oldest scientific papers, considering the year of publication. As criteria, we tried in each one of them to analyze the objectives, the methodological procedures used and the results obtained, because we believe that the analysis of these elements allow important contributions and guiding

<sup>7</sup> Translator's note: We have chosen to keep the names of the articles in the original Portuguese language



indications for the understanding and redefinition of the categories involving the object of investigation of this study.

The first study selected was that of Ferreira; Oliveira and Sampaio (2013), which sought to analyze the perception of Physical Education teachers of the municipal education network of Fortaleza/CE about the conception of health and the relationship of this theme with school Physical Education, with that, the research sought to understand how the development and application of the health theme occurs in Physical Education classes and, from there, problematize the historical and hegemonic conceptions about health as a content. Moreover, the study showed that understanding the health theme in a broad way, as well as the very insertion of the collective health content in the school space, contributes significantly to promote new perspectives with regard to building new attitudes of teachers, when working and developing this theme, so that it is possible to break with existing paradigms and redefine their teaching practices.

Therefore, it becomes challenging and necessary to talk about the meaning of education for health in Physical Education classes, problematizing their practices and sharing the new meanings that emerge for the issues that will be worked on in the pedagogical practice, which, in turn, allows me to highlight the importance of critical reflection as the link between what science presents and what we need to advance in order to have an education for health.

Regarding the work of Guimarães, Neira e Velardi (2015), this study aimed to expand the discussions and reflections on the relationship between the theme health and school Physical Education, presenting the understanding of Physical Education teachers about the concepts of health, physical education and health promotion. The study showed that teachers still have a biologic vision about the conception of health and a fragile understanding about health promotion as disease prevention. The authors also assert that the relationships between Physical Education, health and health promotion are not yet very well established, presenting a very biological view between these terms, which, according to Silva Junior (2007), makes the production of knowledge and the critical and autonomous training of students unfeasible, in addition to disregarding the various determinants of health.

Continuing the studies, the article by Fogaça, Jesus and Copetti (2015) proposes to analyze how the health theme is developed by Physical Education teachers of the municipal school system of Alegrete/RS in their pedagogical practices. The study announces in its results that most of the teachers have knowledge about the health theme. However, although they understand and feel able to work the health theme in their classes, the pedagogical

practice is still supported by a very limited understanding of the health theme, not favoring the development of a critical and reflective education, but reproducing knowledge scientifically established by society over time.

From this perspective, it is important to highlight that because it is the reproduction of scientific knowledge historically established and imposed by society, it is understood that the teaching work developed in this context is not enough for students to be able to reflect and rebuild their habits and behavior related to health maintenance in order to establish the principle of quality of life in their daily activities, as can be seen below:

Transmitting information about the functioning of the body, describing the characteristics of diseases, as well as spreading habits of hygiene, nutrition, and physical activity is not enough for students to develop attitudes of healthy living (ZANCHA *et al.*, p. 205, 2013).

The study also reinforces that, in order to have an effective development of education for health in school Physical Education, the teacher has a key role in this process, and it is up to him/her to contribute to the student's education in a comprehensive way, enhancing the pedagogical relationship of the knowledge learned in the school institution with the experienced social relationships and creating possibilities for students to prioritize behaviors favorable to health (FOGAÇA; JESUS; COPETTI, 2015).

Regarding the work of Oliveira, Martins and Bracht (2015), which aimed to investigate how the theme of health is addressed in the pedagogical practices of Physical Education in schools of the municipal education network of Vitória/ES, from action research, we realize that the study showed that continuing education is an important element of re-signification for the pedagogical practice of teachers, because it allowed to expand the discussions about the conception of health as a strictly biological dimension, reduced to the understanding of absence of diseases, for the need for an understanding of health from a broader perspective.

The study also concludes that health is a transversal theme to the pedagogical practices/contents of school Physical Education, reinforcing the idea that the whole school has to get involved when it comes to the health issue, and suggesting two possibilities for thematizing health from the contents coming from the body culture of movement, which would be: 1) health as a transversal theme, being developed in the teaching units or 2) projects developed in the discipline of Physical Education focusing on the health theme.

Advancing in the searches and research, it was possible to find the study by Azambuja *et al.* (2017), which aimed to investigate the perceptions of Physical Education teachers about

health education; it is important to highlight that the study presents an interesting discussion about the cross-cutting health theme, in which the authors point out that it is only possible to develop health education from the interdisciplinarity between the subjects studied, allowing the dialogue between the contents to occur, while they are grounded in curricular principles that complement each other and contribute to the student's understanding of reality as a complex system.

The results of the study show weaknesses in the initial training of Physical Education teachers regarding the development of the health theme, which results in difficulties in the applicability of this content in the pedagogical praxis. A reformulation of the Physical Education curriculum could contribute to the teachers' training in order to modify conceptions of health that are predominantly present in the discourses on health, and are based on an isolated practice on this theme, disregarding the social conditioning factors that act on the health of each and every subject (KNUTH; AZEVEDO; RIGO, 2007).

The article by Oliveira *et al.* (2017) sought from a systematic review to analyze the scientific production about the school knowledge on health in School Physical Education. The highlighted study identified in the analyzed works different conceptions of health and Physical Education, and also revealed that many of the analyzed scientific productions maintain an approximation of the health theme with the knowledge related to disease prevention, exercise prescription, and eating and postural habits.

The findings reveal that, regarding the conceptions of health, there are studies that discuss the conceptualization of health, which makes us question the fragility in the constitution and understanding of this concept, since it is not something conceptual, which in Physical Education seems to become even more complex, for being a field of human knowledge that has the privilege of moving through different areas of knowledge.

Thus, we believe that to develop the theme of health in Physical Education classes it is urgent to rethink some fundamental aspects related to this concept, as Mezzaroba (2012, p. 37) points out:

The Physical Education teacher who wants to deal with the health issue in Physical Education classes must review his concept of 'health-disease', of 'body culture-physical activity', of 'school-objective-method-evaluation', of pedagogical work in the classroom, in the school, and in the school environment.

The analyzed studies still maintain an approximation with the understanding of health as absence of diseases, having the adoption of healthy habits as a requirement for obtaining

health, however, they point out the strong tendency to revisit the concept of health by the biases of public or collective health, in which the social, economic, cultural and political conditions interfere directly in the health of human beings (OLIVEIRA *et al.*, 2017).

The study of Oliveira (2019) aimed to investigate the production of knowledge about the theme of health in school Physical Education. A survey of articles related to the theme of health in school Physical Education was carried out in the following journals: Revista Movimento (Movement Journal); Revista Brasileira de Ciências do Esporte (Brazilian Journal of Sport Sciences); Revista Pensar a Prática (Thinking the Practice), because they are vehicles of socialization of productions from school Physical Education.

The results of the study indicated that there is a low "weight" of the production of articles related to the theme of health in school Physical Education, and that most of the productions related to the theme of school Physical Education and health in the investigated periodicals are the result of individual actions (when not of one author, of two authors in the relationship supervisor/guidant, in which the study is systematically conducted by the student).

The author understands that it is necessary to accumulate knowledge on this theme so that new and better propositions of Physical Education on the actions of education for health in the school space are produced, as well as suggest the constitution of research groups/collectives around the theme, which can be fruitful in the concentration of energies to stimulate new studies that face the challenges of the promotion of education for health in school spaces through the actions of Physical Education (OLIVEIRA, 2019).

Focusing on the studies of Mantovani, Maldonado and Freire (2021), we identified that the objective of the research was to analyze the scientific production on the relationships established between school Physical Education and health, published in scientific journals in the areas of Education and Physical Education, from an integrative review.

The authors found as a result that there is a great predominance of the conception of health as prevention of diseases, in addition to the predominance of a conception that looks for the prevention of diseases and for the adoption of an active lifestyle, without allowing a critical and extended analysis about health, and also point out that teachers feel unprepared for the development of this theme in their teaching practices, and point out the need for investment by the government in continuing education (MANTOVANI; MALDONADO; FREIRE, 2021).

In the core of the problematization proposed by part of the articles, it is placed the need for reformulations around the relationship of Physical Education and health in the school

environment in order to overcome the medical-biological paradigm, given to the health theme for many years and that still remains hegemonic in many pedagogical practices. We can, then, consider that Physical Education as a pedagogical component has, as one of its social functions, the education for health in the school environment, which is not only reduced to the students' corporal exercise. These considerations do not intend to exclude the biological sphere from the production of health in the school context. On the contrary, it is perceived the need to re-signify the biological aspect in the light of new possibilities.

Therefore, the mentioned studies indicate an overcoming in the historical relationship between Physical Education and health, in which the approach of this content was centered on eugenic, hygienic and biologic models, for a broader understanding of the health content in Physical Education classes, in the perspective of education for health. However, there is still a lack of studies on the training of Physical Education teachers for the pedagogical treatment of health at school.

### **Final remarks**

This research aimed to highlight, from a bibliographic survey, the scientific productions about the health theme in school physical education. The state of the issue contributes significantly to outline and know what is already scientifically produced in Brazilian literature about the health theme in physical education classes.

We note that although the results initially pointed out for a large number of works in the area of health in physical education, after refinement we identified a reduced quantity of scientific productions that directly deal with teacher education in physical education for the pedagogical tract of the subject health at school.

With this, we understand that there is still a predominance in the work on the theme health related to physical fitness/biologism, which makes urgent and necessary the development of new discussions and scientific productions, which allow new looks, knowledge and perspectives for the development of education for health in school physical education.

Thus, from the readings conducted in the studies surveyed, it was possible to identify that the studies show the concern with the need to enable new dialogues and reflections on the health, education and physical education interface, recognizing that they become essential for development integral formation of students in the school context.

Therefore, we understand that elaborating the state of the issue has contributed to unveiling the main challenges involving health research in school physical education and allows the understanding of continuing education processes in physical education, considering the importance of locating and employment of education for Health in the pedagogical praxis developed in school physical education classes, from a critical-reflexive perspective, allowing teachers to recognize existing gaps in the health theme in training, understand educational processes and resignify their pedagogical practices in a didactic transposition process.

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