

A EDUCAÇÃO FÍSICA E SEU PROCESSO DE FORMAÇÃO PARA A SAÚDE

EDUCACIÓN FÍSICA Y SU PROCESO DE FORMACIÓN SANITARIA

PHYSICAL EDUCATION AND ITS HEALTH TRAINING PROCESS

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RESUMO: A formação do profissional de educação física na saúde pública trata-se de uma das inquietações observadas no cotidiano do fazer da profissão de Educação Física, o que favorece as lacunas e fragilidades na atuação e difusão da profissão nos diferentes espaços. Para tanto, se tem como objetivo analisar o processo de formação do profissional de educação física para a saúde pública. Tendo como metodologia uma revisão integrativa de abordagem qualitativa. Após a seleção dos artigos e análise dos dados gerou-se um núcleo temático, a saber - Formação em saúde: os efeitos de sua tímida aparição nos cursos de graduação em educação física. Diante disto, conclui-se que a partir da literatura trazida, esses profissionais encontram uma base curricular fragilizada no que concerne às temáticas envolvendo o estudo da saúde, evidenciando um nível de complexidade na implicação desse processo de estudo. Desse modo, acredita que hoje, a Educação Física passou a ter aceitação no campo da saúde pública. Porém, se acredita que sua formação para atuar no sistema de saúde, ainda é vista de forma complexa e algumas das vezes até paradoxal.

PALAVRAS-CHAVE: Educação física. Formação profissional em saúde. SUS.

RESUMEN: *La formación del profesional de la educación física en la salud pública es una de las preocupaciones observadas en la rutina de hacer la profesión de educación física, en la que favorece las lagunas y debilidades en el trabajo y la difusión de la profesión en los diferentes Espacios. Con este fin, el objetivo era analizar el proceso de formación del profesional de la educación física para la salud pública. Tener como metodología una revisión Integrativa del enfoque cualitativo. Tras la selección de artículos y análisis de datos, se generó un núcleo temático, a saber: la formación sanitaria: los efectos de su tímida aparición en los cursos de pregrado en educación física. En vista de ello, se concluye que, de la literatura llevada, estos profesionales se encuentran con una frágil base curricular sobre los temas que involucran el estudio de salud, evidenciando un nivel de complejidad en la implicación de este proceso de Estudio. De esta manera, cree que hoy en día, la educación física ha sido aceptada en el campo*

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de la salud pública. Sin embargo, todavía se cree que su formación para actuar en el sistema de salud, todavía se ve en una forma compleja y a veces incluso paradójica.

Palabras clave: educación física. Formación profesional en salud. Sus.

PALABRAS CLAVE: *Educación física. Formación profesional en salud. SUS.*

ABSTRACT: *The training of the physical education professional in public health is one of the concerns observed in the routine of doing the physical education profession, in which favors the gaps and weaknesses in the work and dissemination of the profession in the different Spaces. To this end, the objective was to analyze the training process of the physical education professional for public health. Having as methodology an integrative review of qualitative approach. After the selection of articles and data analysis, a thematic nucleus was generated, namely: Health training: The effects of his shy appearance in undergraduate courses in physical education. In view of this, it is concluded that from the literature brought, these professionals find themselves with a fragile curricular basis regarding the themes involving the Health study, evidencing a level of complexity in the implication of this process of Study. In this way, he believes that today, physical education has been accepted in the field of public health. However, it is still believed that its formation to act in the health system, is still seen in a complex and sometimes even paradoxical way.*

KEYWORDS: *Physical Education. Professional training in health. SUS*

Introduction

One of the concerns observed in the daily practice of the Physical Education profession, which favors the gaps and weaknesses in the performance and diffusion of the profession in the different spaces, is the formation of the professional of Physical Education in Public Health.

The Physical Education of its origin in the Brazilian context was closely linked to the military institutions and to the medical class. In the 1930s, in Brazil, within a world historical and political context, the army became the main institution to lead a movement in favor of the "ideal" of Physical Education that was mixed with patriotic objectives and military preparation. The eugenic discourse soon gave way to hygienic and disease prevention objectives. These can be worked within an educational context (PCN, 1997).

In this way, it can be observed that Physical Education, from its origin to the present, is marked by great influences ranging from practices, militarists, hygienists, in which the fundamental concern was hygiene and health, even the body culture, which goes far beyond simple body movement. In this way, the social importance of the profession and its historical context are responsible for the conquest of new directions in which they are being increasingly delineated (CHAGAS; GARCIA, 2011).

In this way, the area of Physical Education today contemplates multiple knowledge produced and enjoyed by society regarding the body and movement. Among them, cultural activities of movement for leisure purposes, expression of feelings, affections and emotions, and with possibilities for promotion, recovery and maintenance of health are considered fundamental (LIMA, 2013).

Until recently, and for a long time, this area was seen only as a curricular discipline presented in Basic Education and/or linked to Sports Training. After a few years, research began to emerge with regard to physical activity. In which it can be verified the importance that its practice can provide in the prevention of noncommunicable diseases, as well as, the problems that the physical inactivity can provoke in the health of the individual.

From these researches, Physical Education came to have acceptance in the field of public health. However, it is believed that the formation of the Physical Education professional, to work in the health system, is still seen in a complex and sometimes even paradoxical way.

According to Benedetti *et al.* (2014), the health sector requires a comprehensive education, with wider knowledge and skills and different possibilities of interventions at institutional, community and political levels, considering the principles of the Unified Health System (SUS, Portuguese initials) and this is not yet the reality of the initial formation of Physical Education teachers. Thus, the study aims to analyze the training process of the physical education professional for public health, through an integrative review.

Methodology

The integrative review includes the analysis of relevant research that supports decision making, enabling the synthesis of the knowledge state of a given subject, and pointing out knowledge gaps that need to be met with new studies.

The steps taken to operationalize the research were: identification of the theme and selection of the research question, search in the literature/establishment of inclusion criteria, categorization of studies, evaluation of studies included in the integrative review.

Having as guiding question: how is the scientific production on Physical Education and its process of training for health in our country?

For the identification of the object of study in the literature, electronic bibliographic research was used in the following databases: Latin American and Caribbean Literature in

Health Sciences (LILACS, Portuguese initials) and Scientific Electronic Library Online (SCIELO) portal. In that for LILACS the access was via Virtual Health Library (VHL).

The selection of articles was from June 2018 to January 2019, with a search strategy combining three terms (Descriptors in Health Sciences DeCS: physical education, health professional training, and SUS) associated with boolean operators "and" and "or".

The inclusion criteria were articles published in indexed journals in the electronic databases mentioned above, available in full texts, written in Portuguese and discussing the research objective. As an exclusion criterion, productions that were repeated or those that did not provide access to the complete work for further analysis.

In order to select the articles, the following steps were taken: reading the title followed by the abstract, which resulted in the selection of those who could possibly discuss the proposed objective. To organize the data a table was prepared in Microsoft Word software, containing article title, year of publication, objective and considerations.

To analyze the data, a floating reading of the tables was done which in the end generated a thematic nucleus - Health education: the effects of its timid appearance in undergraduate courses in physical education.

Regarding the ethical aspects, it is emphasized that the authorship and referencing rules of the publications used were respected. Since this study is an integrative review of available and existing productions on the subject, it was not necessary to submit to an Ethics and Research Committee.

Filtering through the chosen words, besides the inclusion criteria, was found 100 articles and after reading them thoroughly, there were only 10 articles.

Results and discussions

It is important to highlight the great value of the promotion in studies that enable the analysis and reflections of how the process of formation and insertion of physical education in the health area is found.

Of the 10 articles found that met the objective of the present study, three of them deal with the physical education professional in public health, one presents both the training and performance process, and the others seek to present questions related to the formation of physical education, with emphasis on health education in undergraduate physical education courses. The year of publication ranged from 2010 to 2018.

From the studies found, there is a mixture of types of study, both from bibliographical researches in which discussions and reflections related to the proposed objective were presented, as well as from field research, with the questionnaires involving the degree of competencies of health promotion among the graduates of the health area courses.

In this sense, a brief summary of the works is presented, the results of the search are expressed in the following table:

Table 1 – Articles presentation accordingly identification, type of study, objectives and considerations

Article title / Year of publication	Type of study	Objectives	Considerations
Educação Física e saúde: aproximações com a “clínica ampliada”/2013.	Essay	Relate the aspects of physical education and health to the theoretical-conceptual and methodological framework of the Expanded Clinic.	Thus, it is imperative to retrace paths, approaching professional training and intervention.
A Saúde Coletiva nos Cursos de Graduação em Educação Física/2010.	Qualitative	To help in the understanding of how the teaching of Collective Health is being carried out in undergraduate physical education courses in two important public institutions of education in the state of São Paulo.	It was concluded that within the state universities of São Paulo, USP and Unicamp, the disciplines of the physical education courses studied in this article are not enough to offer dense training in Collective Health.
Educação Física na saúde pública: Revisão Sistemática/2015.	Bibliographical Study	To propose a reflection on the Brazilian academic production between the years 2000 and 2012, in the theme Physical Education in Public Health.	The insertion of the Physical Education teacher has shown signs of a timid amplification of the formalized performance through public competition, which is a challenge and it will only be possible from the demonstration that this professional has the necessary and legitimate capacity and conditions for the challenge of (re)construction of the Brazilian Unified Health System.
A formação do profissional de Educação Física e o Sistema Único de Saúde/2017.	Qualitative	To identify the knowledge of the students of Physical Education of a Higher Education Institution of Santa Catarina about the performance of this professional in the Basic	The higher education of health courses, and in the case of this study of Physical Education, must direct the students to better understand this scenario of practice, in order to qualify their training and the work of this future professional.

		Attention of the Unified Health System.	
Formação em Educação Física: experiências de integração ensino-serviço na atenção básica em saúde/2016.	Qualitative	To problematize on the formation in health, starting from the experiences of a group of Physical Education students in the PET-Saúde USP Capital.	The pedagogical practice of teaching-service integration in PET-Saúde is a potent ingredient and it is strategic for the training of future professionals who, at least, need to have a choice of socio-historical and political context in health, in order to be better placed in the national context in consonance with SUS.
Formação e intervenção profissional em saúde pública: percepções de profissionais de educação física/2017.	Exploratory	To analyze the perceptions of Physical Education professionals about the training processes and their reflexes in the performance of public health services in Goiânia/GO.	Physical Education Professionals perceived and pointed out weaknesses in university education when related to professional performance, especially for not problematizing work in the perspective of Public Health.
Competências para promoção da saúde em formandos dos cursos da área da saúde/2017.	Observational, transversal e quantitative	To evaluate the degree of health promotion competencies among the graduates of health courses.	The study converged to the development, shortly after graduation, of the competencies to carry out health promotion activities.
Políticas de formação em educação física e saúde coletiva/2012.	Essay	To analyze the processes of composition and articulation between teaching, service and community with a view to establishing a network of knowledge and practices that respond to the challenges of health education committed to the defense and consolidation of the Unified Health System.	The academic experiences in Pró-Saúde and PET-Saúde and the professional performance in ESF and Nasf may be interesting to reorient health actions.
Atuação do profissional de Educação Física no Sistema Único de Saúde: uma análise a partir da Política Nacional de Promoção da Saúde e das Diretrizes do Núcleo de Apoio à	Bibliographical Study	To analyze and discuss the performance of the physical education professional in SUS under the perspective of promoting health as "a process of empowering the community to improve their quality of life".	The proposal of the physical education professional in the SUS through the NASF was elaborated based on the principles of the National Health Promotion Policy (PNPS), based on corporal practices and physical activity axis (PCAF). Basic Care as the main focus of action, seeking the consolidation and qualification of the ESF as an organizing center

Saúde da Família – NASF/2012.			for health care networks in the SUS.
A atuação da educação física no âmbito da saúde pública - Uma revisão sistemática/2015.	Bibliographical Study	To show the importance of the insertion of the professional of physical education in the actions developed in the scope of public health.	In view of the multiple functions that this professional must perform in public health, the Physical Education professional needs continuous training, so that he acquires the necessary knowledge to develop a better action, capable of contributing to the improvement of the quality of the assisted population.

Source: Own authorship. 2019.

Formation in Health: the effects of its timid appearance in undergraduate courses in physical education

Physical education in recent years has evidenced possibilities for expanding knowledge in the field of health. The curricular guidelines anticipate that the entry of the course may be responsible for the promotion, prevention and protection of individuals' health. For this, it is necessary that the courses can offer a theoretical base in a way that substantiates the quality of training of these professionals.

According to Freitas (2013), transformations require theoretical and practical knowledge to guide professional work, based on SUS principles; a health concept that contemplates the complexity of the field; effective approximation between teaching and service; and respond to the health needs of the population.

The graduation in health, of which physical education is a part and example, does not prioritize the integration between teaching and work, nor is focused on a theoretical-conceptual and methodological training that enhances competencies for integrality, including addressing the health needs of the population and the development of the health system (FREITAS, 2013).

It is necessary that a theoretical-methodological reference be able to organize and plan health work so that physical education is evaluated and re-significated.

Studies on SUS and Collective Health occupy a place of little prestige in the curriculum. The increasing demand for professionals able to work in the SUS did not made for an effective interdisciplinary training focused on health needs (PASQUIM, 2010).

Care in vocational training for health work is paramount for a reorientation of the health system. In view of this, the need to qualify both in the academy and in the field of action of health professionals as a strategy against the changes that occur in the health sector.

Pasquim (2010) states that the objective of approaching public health / collective health requires that Physical Education think about two major problems to be faced: the breakdown of the hegemony installed and strengthened by the scientific production and by the performance of Physical Education professionals; the reorientation of the process of academic formation, historically little concerned with the consideration of the global determinants of human life, intervening factors of the health-disease process, and even less with the public health system.

These reflections have been significant for the debate about the relationship between Physical Education and health, since these works have contributed to broaden the focus, demonstrating that the simple organic effect of physical activity is insufficient to promote health when one thinks in the social determinations of the health-disease process (PASQUIM, 2010).

In this perspective, the higher education of the health courses, more specifically of physical education, which is the focus of this study, requires a greater direction for the student, with a view to a better understanding of the practice scenario in order to better qualify their training and the work of this future professional.

According to a survey carried out in Manske's study (2017), it was noticed that the investigated students said little or nothing about the SUS and the structures that organize its operation, which indicates, from excerpts from its lines, that they would not know how to act in this professional space. This finding reverberates not only in an inadequacy of professional training for this field, but also, and above all, corroborates that the functioning of the principles guiding the SUS are disqualified, implying greater difficulties in advancement in Brazilian Public Health by newly graduated professionals.

Although there are many weaknesses in the training process, professional and university training measures are happening in order to meet the demand and especially the SUS principles. It can be mentioned that the indicatives of this process are PET-Saúde and Multiprofessional Residences, in addition, another possibility of action that can be pointed out is the internship of living in SUS, the program VER-SUS, in which academics make an immersion, although short, in this universe that can act in the future..

Although still limited to a small number of students and institutions, PET-Saúde, on the other hand, is a potential strategy to respond to the proposals of the Ministry of Health regarding SUS and, on the other hand, facing the impasses of distance between university and society. It is a recent initiative and has effectively opened and expanded relations and dialogues with the SUS, especially during training, as it is a critical period in the student's life (PRADO, 2016).

It can be glimpsed that there is still a timid insertion of students and professionals of physical education in the Unified Health System, mainly compared to the other areas of health.

However, interests in studies and research by researchers can be observed in participating subjects in the field of Public and Collective Health and its intervention guided by the principles of the SUS, letting you understand that this area has much to be conquered and worked in the training process.

Knowledge synthesis

Studies on physical education and health have increased in recent years. Researchers and research groups are increasingly interested in studying about this area of activity.

From the research in this scenario, some fragilities are evident. In order for physical education to be strengthened in the context of public health, it is necessary for undergraduate courses to understand and value the need to address the area in curricular subjects.

The analysis of all the articles allowed us to perceive the existence of a confrontation of difficulties that can be visualized in some levels of complexity. The basic attention considers the work of the professional of physical education very important allied to the ESF and NASF, in view of being great responsible in the prevention and promotion of the health through the practice of the physical activity in the groups and communities, but in the vision of managers and other professionals, physical education is still limited to interventions in public health, since they believe that this area is totally geared towards biological and physiological discourse, that is, still far from the biomedical discourse.

Regarding health education, there was a timid appearance of the curricular subjects with greater directions to collective health, public health or even the Unified Health System, which, according to the studies, results in a rather fragmented public health basis in undergraduate courses.

It has been identified in some studies that today programs like PET and Residency have appeared within the training, however their insertion is still little seen in the majority of the universities that offer the course.

Knowledge of the profile of future Physical Education professionals in the health area can reveal issues related to their identification with work and preparation for working in health services, as well as contributing to the improvement of both services and training institutions.

It is important to highlight that the basis for the organization of the training process, as well as the analysis and evaluation of the curriculum, requires the determination of this professional profile. Therefore, it is fundamental that the training institutions can present a work

of development and permanent restructuring of the professional profiles and careers under their responsibility.

In view of this, the interface between training and professional performance must be closer and closer, so that they can contribute mutually to achieving the common goal of making health work reality closer to the SUS principles.

When this study was initially idealized there was interest in studying the theme Physical Education and Training for health. The original idea goes to the study of current possibilities of Physical Education formation.

Given the findings, we believe that it is necessary to discuss curriculum and teaching at the University for student training, with emphasis on disciplines and projects that focus on health conceptions.

Final considerations

Concerns about the object of study that led to the deepening of the thematic, having as a method the integrative revision, allowed to contribute to demonstrate how the physical education professional's training paths in public health are. It was perceived from the literature that these professionals have a weak curriculum basis regarding the subjects involving the study of health, evidencing a level of complexity in the implication of this study process.

The training of the health professional, in our case, that of the professional of Physical Education is guided by the Pedagogical Projects of the Courses, however it is essential that what was planned happens so that the objectives outlined are achieved. The curricula, in addition to aligning the guiding proposals for health education, should also meet the academic community's aspirations, since it is they who (re) construct the training courses in Brazil.

The literature analyzed contributed to understand the perception of the physical education professional in the face of the initial formation influences and of the work in the locus of professional performance in Public Health service, bringing reflections on the influences of these processes in the professional performance.

In this way, we can see some counterpoints regarding the organization of activities of the Physical Education professional in this field of action, especially regarding the initial and continuing training focused on this area.

Faced with this, higher education institutions need to present a greater base in the disciplines that work the study of public health, public policies of multiprofessional work,

health promotion policies, collective health, with a view to integrating the greatest possible knowledge to the graduates who can future come to work in this field.

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