



The contribution of culture and sport in the citizenship formation of students

The contribution of culture and sport in the citizen formation of students

Janilson Ribeiro Batista¹

Dr. Paulo Roberto Barbosa Pereira^{two}

Submitted on: 06/16/2022

Approved on: 06/16/2022

Published on: 06/18/2022 v. 2, no. 1, Jan-Jun. 2022

DOI: 10.51473/rcmos.v2i1.317

Summary

In this work, we aim to discuss the present and attempt a futuristic vision about Culture, its process for students, as well as Sports, as a determining practice in the inclusion process for a good citizen. Working on a pyramid, that is, integrating health, both physical and mental, with culture and sport, we followed this Article by carrying out a literature review and presenting a pedagogical proposal. This literary review seeks assistance from renowned theorists, notably in works that guide the practices of this topic towards citizens. Bearing in mind that the proposal was built from theoretical research, the proposal was given so that sport can contribute to the formation of critical and independent subjects in relation to the opinions they hold. Adding to this, culture, that is, empirical knowledge, shows that society is on the right path. We believe that this proposition can encourage students to reflect on the body and mind in relation to contemporary precepts of an active lifestyle for a stronger and healthier society.

Key words: Sport. Culture. Students. Societies.

Abstract

In this work, we aim at discussing the present and trying a futuristic view about Culture, its process for students, as well as Sport, as a decisive practice in the inclusion process for a good citizen. Working on a pyramid, that is, inserting health, both physical and mental, with culture and sport, we followed this article by conducting a literature review and presenting a pedagogical proposal. This literary review seeks assistance from renowned theorists, notably in works that guide the practices of this theme towards the citizen. Considering that the proposal was built from theoretical research, the proposal was given so that sport can contribute to the formation of critical and independent subjects in relation to the opinions they assume. Adding to this, culture, that is, empirical knowledge, shows that society is on the right path. We believe that this proposition can encourage students to reflect on the body and mind regarding the contemporary precepts of an active lifestyle for a stronger and healthier society.

Keywords: Sport. Culture. Students. Societies.

1 INTRODUCTION

The last few decades have seen a growing movement for well-being, health promotion and quality of life in different sectors of society. In Brazil, one can mention the creation of the *Health Academy Program*, responsible for creating spaces for bodily practices in cities.

Globally, the World Health Organization (WHO) proposed, in 2004, the Global Strategy for Food, Physical Activity and Health as an instrument for general health promotion for populations and individuals and prevention of growth of chronic non-communicable diseases worldwide. In relation to bodily practices, the actions cover the network of basic health and the community carrying out counseling and dissemination actions; intersectorality and mobilization of partners; and monitoring and evaluation (WHO, 2004).

It is in this context that the "Health Promoting Schools" model emerges, seeking to encompass some of the principles and methods established in the Global Health Promotion Conferences in school environments. Thus, the "Health Promoting School" appears as a possible strategy for promoting quality of life and health, in the hope

¹ Interamerican University: Doctorate course in education. Asunción- Paraguay Janilsonri4@gmail.

with

^{two} Advisor. Interamerican University: Doctorate course in education



that the school develops activities that promote health and teach life skills, so that students can acquire knowledge about adopting and maintaining healthy habits, behaviors and lifestyles. Another point raised refers to the structure created to promote healthy environments and improve the quality of life at school and its surroundings.

In the meantime, the model created must also seek to strengthen links between health and education services to promote the integration of health, food, nutrition, leisure,

Even though one can sustain the criticism that the approach that considers the adoption of healthy lifestyles by individuals is a fallacy, because according to Castiel (2003), in contexts of poverty and social vulnerability people do not choose lifestyles, but design survival strategies, it cannot be denied that this is an initiative that enhances intersectoral actions between education and health. From the perspective of Savianni (2003), more than an institution for the socialization of scientific knowledge, the school is a sociocultural space where people, projects and learning intersect (**GUSMÃO, 2003; DAYRELL, 1996; FORQUIN, 1993**) So, why not a space that discusses health? Given the discussion above, it becomes pertinent to observe education in the school context, which, in the case of sports education or physical education, involves issues related to health promotion. Although it is not an unprecedented or recent issue for education to discuss health in the school context, the contemporary context is favorable to deepening the topic, given the media barrage that displays models of healthy bodies to the detriment of a discourse of causality between bodily practices and health. health, already refuted by **Palma, Bagrichevsky and Estevão (2003)**.

Thus, considering that health in the context of sport and culture has occupied a place of little value (**ORPHEI; TAVARES, 2009**), and that the production of knowledge in physical education in the 1980s did not absorb public health movements (**BAGRICHEVSKY; ESTEVÃO, 2008**), we believe that education for sport and culture has things to say.

2. Development

2.1. Education for culture and sport

To realize that Education for culture and sport, both at school and in society in general, has fundamental importance in the lives of young people and, as previously stated, something to be said is to realize the place that classes for students occupy in all educational levels. This requires an understanding of the relationship between its contents and the interests of students at this school stage, since its legitimization will not be in terms of content for national tests such as ENEM, as is common in other areas; thus, attributing meaning to it. On the contrary, it is the relationship of these contents with the students' lives that will give meaning to the class, make it alive, engaging and pulsating (**SOUZA, 2008**).

Before addressing the central question of this study - that is, the interface between culture and sport for good citizenship training, and its perspectives for teaching -, we must start from how this discussion should be present in the student initiation phase. **Betti and Zuliani (2002, P. 76)** argue that sports education in high school should be seen differently from elementary school. For them, these classes

[...] it must present its own innovative characteristics that consider the new cognitive and affective-social phase reached by adolescents. This duty does not imply losing sight of the purpose of integrating the student into the body culture of the movement. On the contrary, in high school, students can be provided with the enjoyment of this culture through practices that the student identifies as meaningful to themselves. (p. 76)

One of the tasks defended by the area today is to provide meaningful practices for students that are not limited to the idea of just doing something for the sake of doing it, but with the contribution to the formation of autonomous, cooperative students who are capable of questioning and criticizing the values that are theirs. transmitted. The need for the school to organize the reconstruction of school knowledge with the elements of human subjectivity and self-initiative is, according to **Franco and Novaes (2001, P. 181)**, "a way of organizing school and everyday life, promoting the formation of a conscious citizen who is historically engaged in the problems of his time, a dynamic and participatory subject".

8

This need to structure the school and the daily lives of students is precisely what quality citizenship education needs. it must guide its content so that, as a result, the understanding of the meanings attributed by young people to classes represents something for them. Given this understanding, the objectives of education in primary and secondary education can follow the path that helps students overcome the hegemonic vision, that is, of sports, dance, martial arts, gymnastics and physical exercise as consumer products, dictating the model to be followed.

This new historical context requires education to review its practice, and this perception is important because the teacher, when working with people who are affected, at the same time, by a general culture and a school culture, must take this aspect into account. . Understanding what happens in general and in school cultures allows us to infer how the understanding of what happens in the school universe is closely linked to the interests outlined outside

of this social space.

This thought leads us to think of school as a space of social representation that exists independently of the individuality of the subject, since this environment is permeated by collective representations. We must emphasize that, although we propose mediation between the knowledge brought by students and that systematized by a certain group, this does not mean the abandonment of existing knowledge developed decades ago in the area; What we propose is to give them life, contextualize them historically. Thinking about school historically is thinking about it as a sociocultural environment, which, for **Dayrell (1996)**, implies:

Understanding it from the perspective of culture under a more dense perspective that considers the dynamism of everyday activities carried out by men and women, workers, blacks and whites, adults and teenagers, and finally, students and teachers - concrete, social and historical human beings . subjects, present in the story, actors in it. Discussing the school as a sociocultural environment therefore implies rescuing the role of subjects in the social fabric that constitutes it as an institution. (p. 136).

With regard to physical education classes (sports practices), rescuing the protagonism of the subjects would thus involve the relationship established with knowledge and, in this sense, the discussion about the interfaces between physical education and adaptive health. in a fundamental way, since it addresses aspects related to health disconnected from fads and media standards, it provides a gain in the quality of a discussion that visualizes new horizons.

Sports, dance, martial arts, gymnastics and physical exercise are known to increasingly face the transition to consumer products and objects widely disseminated to the general public. Furthermore, young people are bombarded daily by images and statements that propose a standard of body beauty to be achieved by everyone. On the contrary, a small portion of the population systematically practices sports and physical exercise, and the lifestyle generated by new socioeconomic conditions favors a sedentary lifestyle and movement to private or semi-private spaces. It is in this sense that physical education in high school - the concluding stage of basic education - must provide students with the expansion and improvement of their cognitive, motor, affective and social repertoire, enabling the appropriation of critical observation of body culture, so that they can claim participation and protagonism in their production, reproduction, enjoyment and transformation.

The body is the main consumer of the beauty and health industries today, making ambiguity about body knowledge a feature of contemporary culture. The human need to conform to aesthetic standards can trigger an image of crisis - whether in the foundations of our culture or even in the individual crisis itself -, creating an internal conflict between the representations of the body we have and the body we want. This situation causes concepts about health to be intentionally distorted and linked to aesthetic concepts, and the public that suffers most from this bombardment of misinformation are young people.

The standards are disseminated through the most diverse means of communication and the predefined models reinforce antagonistic views, for example, between youth and old age, activity and passivity, among others. Given this context, the biological cycle is not the only aspect highlighted, as the body takes on a symbolic connotation that results from social constructions, whose ideal image is that of health and beauty associated with youth.

Discussions about diseases related to a sedentary lifestyle, the role of the media in the construction of body beauty standards, the different meanings attributed to the body, the relationship between physical exercise and health and sexual roles related to expectations of physical and sporting performance, among others that often are excluded from the content of high school physical education classes and, as a result, young people construct mistaken meanings about these issues - which can be harmful to their own health.

2.2. Cultural Education

As the school is an institution that welcomes a considerable portion of young people in Brazil, its function goes beyond educating just about the content taught in traditional subjects, as stated **Pepper (1993)**, It is **Dourado and Oliveira (2009)**, when referring to the training of critical students. Therefore, the school must conceive, from a perspective critical, man in his entirety: a being formed by biological, material, affective, aesthetic and playful dimensions (**GOLDEN; OLIVEIRA, 2009**).

9

Health emerges as a privileged transversal theme in the meantime, and by considering physical education as a curricular component, its efforts are focused on promoting health. From the understanding of health as a result of living conditions, work, education, housing, leisure, among others (BRASIL, 1986) as an experimentation of the individual in their relationship with society (**PALM; ESTEVÃO; BAGRICHEVSKY, 2003**), health promotion can be understood from **Czeresnia (1999)** as a set of strategies involving people's individual and collective capabilities to deal with multiple health limitations. For the author, health promotion is a concept that strengthens health by building individuals' ability to choose and enabling them to pay attention to the

differences, as shown below:

[...] strengthening individual and collective capacity to deal with the multiplicity of factors that affect health. Promotion goes beyond the application of techniques and standards [...] it has to do with strengthening health by building the capacity for choice, using knowledge to discern the differences (and singularities) of events (**CZERESNIA, 1999, P. 706**).

That is, from the perspective that **Castiel and Silva (2006)** called 'libertarian', which seeks social change from the perspective of popular education proposals, and in physical education this is consistent with critical teaching approaches, for example, critical overcoming (**SOARES et al., 1992**) and emancipatory criticism (**KUNZ, 1994**) From this point of view, we can understand physical education in the school context “[...] as a vehicle for health promotion, mediated by a contemporary vision of health and its relationship with physical activities”(**DEVIDE, 1996, P. 52**).

[...] health becomes a pedagogical issue in a more genuine way, reinforcing the idea that participation in school physical education would be linked to the notion of health education (and not the direct promotion of health) (**BROUGHT, 2013, P. 181**).

This means refuting the common understanding that the only role of education is to provide bodily practices so that students can live well and be healthy. Or, from the perspective of Santos and Costa (2017), distance yourself from the contemporary scientific paradigm that considers that bodily practices serve to acquire and maintain health. Considering Physical Education as a curricular component whose teaching theme is body culture, we corroborate Beltrão(**2013, P. 187**) in the statement that health would not be a content of physical education, but a horizon to be pursued by the pedagogical project of the discipline when put into practice: “[...] the health effect would be implicit in the contribution that school PE [physical education] could provide, from the mediation of different bodily practices, to the integral education of the individual”.

This perspective is also expressed in the Brazilian National Curricular Parameters (PCN):

A Physical Education attentive to the problems of the present cannot fail to choose health education as one of its central guidelines. Physical Education aims to provide social education services to students, contributing to a productive, creative and successful life. Physical Education finds, guided by health education, a means of achieving its objectives (BRASIL, 1999, p. 156).

According to **Almeida, Oliveira and Bracht (2016, P. 91)**, the PCN approach is relevant to physical education, as it implies a broader process of linking with health, moving away from the “[...] idea of health as the absence of disease and physical activity as synonymous with health”.

Pedagogical practices in physical education must be capable of, corroborating (**MOLINA NETO et al., 2017, P. 99**), select, plan and put into practice “[...] bodily experiences that go beyond school life, educating for health in adulthood with quality, and for the exercise of leisure conscious of social, political, economic and cultures that involve free time and its use”. Therefore, in a context of critical training, Physical Education must provide tools that contribute to the comprehensive training of this student, consistent with ethical, aesthetic and health-related values, not just prioritizing physical fitness - which has historically privileged dialogue Cartesian with the students' bodily experiences.

In light of this discussion, we understand that physical education in high school has an imminent potential with the development of the health theme, given that classes traditionally take place with a bias towards sport (SANTOS; COSTA, 2017); therefore, lacking the attribution of new meanings. It is time to deepen the systematization of knowledge of body culture (**SOARES et al., 1992**).

In Araújo and Grunennvaldt (2017), who investigated high school students from a public school in Mato Grosso (Brazilian Midwestern state), 85% of volunteers recognize school physical education as necessary to their education and highlight aspects related to health as the main elements of this discipline, especially

[...] the acquisition of habits considered healthy as opposed to a sedentary life, attitudes of an active life; definition for the practice of physical exercise and sports, behaviors and information about nutrition and other statements involving health (ARAÚJO; GRUNENVALDT, 2017, p. 262).

Considering the above discussion, we will now focus on elucidating the perspectives of the health approach to

physical education in high school, understanding, based on Santos and Costa (2017), the urgency of resisting strict contemporary statements that permeate bodily practices. In line with Almeida, Oliveira and Bracht (2015, p. 91), the challenge is to discuss the contributions that physical education can provide “for 'health training' at school”, in the case of this study, high school

2.3. Physical Education and health: Some perspectives

We can affirm that Physical Education is fundamental for primary and secondary education as it provides students with the opportunity to reflect and understand the different spheres that involve bodily practices, thus filling a gap in knowledge that other curricular components do not address in terms of pedagogical practice. In relation to health, our understanding is that the debate about the body plays a central role, corroborating **Carrano's (2011)** arguments, for which it is pertinent to bring the subject to the center of school practices. For Santos and Costa (2017), contemporary discourses about health involve the body and are close to physical education classes.

In particular, the existing proposal in the Brazilian National Common Curricular Base (BNCC) highlights that physical education in high school must contemplate contemporary themes from the daily lives of young people to consider “their physical, psycho-emotional and social dimensions, in order to develop and disseminate actions prevention and promotion of health and well-being” (BRASIL, 2017, p. 543).

Therefore, it is pertinent to address issues related to body care, beauty and aesthetics in Physical Education in high school, as stated **Dias's (2013)** horizon, for which reflections must involve current body patterns. Per **Ludorf (2009)**, physical education classes, in their daily practice, can contribute to the formation of sociocultural, subjective and political values. Thus, it is possible to foster an environment of critical training for students in their learning process, awareness and acquisition of knowledge and experiences for life, respecting differences, their own body and the body of others since, currently, one of the aspects most relevant in relation to the body is appearance.

Nowadays, body models in which people can mirror their own circulate in the various available media, serving as parameters to be pursued. Per **Lovisolo (2006)**, this perspective is close to the model called JUBESA (youth, beauty and health; in Portuguese: *youth, beauty and health*), which encourages the search for body transformations that result in young and beautiful results, which end up being confused with one's own health. Consequently, bringing into existence a body standard that, for most people, is unattainable. We observed that there is the dissemination of an ideal of beauty associated with an aesthetic relationship and, in this scenario, physical attributes become decisive in the composition of beauty. We must note that beauty in our society is associated with a good image and success, and to be beautiful you need to have a young, athletic, healthy and active appearance, among other attributes (**OLIVEIRA; OLIVEIRA, 2013**) Furthermore, there is a new social paradigm, in which there is a moral duty to be beautiful (**NOVAES, 2010**), at any stage of life, as it is never too late to start having a more active lifestyle (**LOVISOLO, 2006**).

There is no space for other body shapes in this environment, putting pressure on young people to reject obesity, a sedentary lifestyle, physical inactivity, etc. “In other words, today's view of what is wrinkled and fat responds to moral, rigid and relentless commands that validate only what is smooth and young” (SANTOS; COSTA, 2017, p. 4). Per **Fraga (2006)**, this movement allows the creation of new marginal identities, especially regarding the concept of being sedentary and fat.

Given this context, the idea of a standard body seems to be far from everyone's reality because, according to **Oliveira and Oliveira (2013, P. 1)**, contemporary body standards are so rigid that it is virtually impossible to fit into them. “If you are fat, you should lose weight; if you are thin, you must become strong; if you are strong, you must have more defined muscles, and so on”; generating high levels of body dissatisfaction. Per **Days (2013)**, these and other related issues reflect on the lives of teenagers at school.

Nóbrega (2000) warns of the need to consider the complexity of the human being in the pedagogical practices of physical education, as when intervening on the body and movement, issues that go beyond motor and organic capabilities come to light; issues related to well-being and health present the possibility of overcoming reductionism of the object body.

Discussing and presenting possibilities in education, also observing the concept of culture and sport, are practices that have always been present in the history of this discipline. However, we can observe that although discussions about body issues linked to a broad health perspective are not new, this is a topic that still requires

reflection. Considering the complexity surrounding the topic, this study highlighted the constant exposure in the media and the dissemination in society of healthy lifestyles that present themselves as indisputable. We therefore believe that physical education, especially in primary and secondary education, can have a pedagogical practice within its scope that addresses topics related to health and that enables students, based on bodily practices, Therefore, we believe that the content that can and should be discussed in these classes must be clearly defined. As there is no defined curriculum for the subject and the teacher is responsible for selecting the content and carrying out dynamic planning that meets the needs and desires of students in the face of the reality of aspects related to the body in contemporary times, its consequences, and effects on health. Similar to what we can observe in the guidelines that govern the discipline - that is, PCN and BNCC -, the student must be trained in an integral way, going beyond training that focuses on the biological and/or technical dimension as we usually observe in the field for a solid civic education.

References

- ALMEIDA, UR; OLIVEIRA, VJM; BRACHT, V. **School physical education and the didactic-pedagogical approach to health: challenges and perspectives.** In: WACHS, F.; ALMEIDA, UR; 2015.
- BRANDÃO, FFF (Eds.). **Physical education and collective health: scenarios, experiences and cultural artifacts.** Porto Alegre: Rede Unida, 2016. p.87-112.
- ARAUJO, GF; GRUNENVALDT, JT **Physical education and the educational purposes of secondary education: a case study.** *Motrivivência*, v. 29, no. 51, p. 251-269, 2017.
- BAGRICHEVSKY, M.; ESTEVÃO, A. **Perspectives for professional training in Physical Education: the SUS as a horizon for action.** *Files on the Move*, v. 4, no. 1, p. 128-143, 2008.
- BELTRÃO, JA **Physical education in university entrance exams: the possible implications of ENEM.** *Movement*, v. 20, no. 2, p. 819-840, 2014.
- BETTI, M.; ZULIANI, LR **School physical education: a proposal for pedagogical guidelines.** *Mackenzie Magazine of Physical Education and Sport*, n. 1, p. 73-81, 2002.
- BRACHT, V. **Physical Education & Public Health: pedagogical reflections.** In: FRAGA, AB; CARVALHO, YM; GOMES, IM (Org.). *Body practices in the health field.* São Paulo: Hucitec, 2013, v. 1, p. 178-197.
- BRACHT, V **Ministry of Education. Common National Curriculum Base-BNCC**, version approved by the CNE, November 2017.
- CARRANO, P. **Cultural identities and schools: arenas of conflicts and possibilities.** In: MOREIRA, AFB; CANDAU, VM (Orgs.). *Multiculturalism: cultural differences and pedagogical practices.* 7.ed. Petrópolis: Vozes, 2011. p. 182- 211.
- CZERESNIA, D. **The concept of health and the difference between prevention and promotion.** *Public Health Notebooks*, v. 15, no. 4, p. 701-709, 1999.
- DAYRELL, J. **The school as a sociocultural space.** In: DAYRELL, J. (Org.). *Multiple viewpoints on education and culture.* Belo Horizonte: UFMG, 1996. p. 136-161.
- DEVIDE, FP **School physical education as a means of health education.** In: BAGRICHEVSKY, M.; ESTEVÃO, A.; PALMA, A. (Org.). *Health in debate in physical education.* Blumenau: Edibes, 2003, p. 137-150.
- DIAS, JR **School and teenage cultures: Body image and social relationships.** 2013. 222f. Dissertation (Master's in Education) – Catholic University of Santos, Santos, 2013.
- DOURADO, LF; OLIVEIRA, J.F. **The quality of education: perspectives and challenges.** *CEDES notebook*, v. 29, no. 78, p. 201-215, 2009.

FORQUIN, J.C. **School and culture: the social and epistemological bases of school knowledge.** Porto Alegre: Artmed, 1993.

FRAGA, AB Promotion of active life: new physical-sanitary order in the education of contemporary bodies. In: BAGRICHEVSKY, M. et al. (Org.). **Health in debate in physical education**–v. 2. Blumenau: Nova Letra, 2006. p.105-118.

FRANCO, MLPB; NOVAES, GTF High school youth and their social representations. **Research Notebooks**, n. 112, p. 167-183, 2001.

GUSMÃO, NMM The challenges of diversity in schools. In: _____. (Org.). Diversity, culture and education: crossed perspectives. São Paulo: Biruta, 2003, p. 83-106.

KUNZ, E. Ministry of Health warns: living is harmful to health. BAGRICHEVSKY, M.; ESTEVÃO, A.; PALMA, A. (Org.). **Health in debate in physical education**.v. 3. Ilhéus: UESC, 2007. p.173-186.

LOVISOLO, H. In defense of the JUBESA model (youth, beauty and health). In: BAGRICHEVSKY, M. et al. (Org.). **Health in debate in Physical Education**. v. 2. Blumenau: Nova Letra, 2006. p. 157-178.

LUDORF, SMA Body and training of physical education teachers. **Interface**,v. 13, no. 28, p. 99-110, 2009.

MOLINA NETO, V. et al. Physical Education in High School or to understand the Ice Age. **Motrivivência**, v. 29, no. 52, p. 87-105, 2017.

NÓBREGA, TPC **Corporeity and Physical Education from the body-object to the body-subject**. 2nd ed. Natal: EDUFRN, 2000.

NOVAES, J **What body am I going with?** Sociability and use of the body in women from the upper and lower classes. Rio de Janeiro: PUC-RJ, 2010.

OLIVEIRA, F.; OLIVEIRA, RC The cult of the body and its contemporary developments. Readings, **Physical Education and Sports**,v. 18, no. 185, p. 1-1, 2013

ORFEI, JM; TAVARES, VP Health Promotion at School Through Physical Education Classes. In: BOCCALETTO, EMA; MENDES, RT (Eds.). **Food, Physical Activity and Quality of Life of Schoolchildren in the Municipality of Vinhedo-SP**. Campinas: IPES Editorial, 2009. p. 81-87.

PALMA, A.; BAGRICHEVSKY, M.; ESTEVÃO, A. Analysis of the limits of causal inference in the investigative context on “physical exercise and health”. In: BAGRICHEVSKY, M.; PALMA, A.; ESTEVÃO, A. (Org.) **Health in debate in Physical Education**.v. 1. Blumenau: Edibes, 2003. p. 33-52.

PIMENTA, SG **Questions about the organization of work at school**. São Paulo: FDE, 1993.

SANTOS, AM; COSTA, FS Philosophy of Corporeity: transversalizations of an intense body of becoming. **Education and Reality**,v. 43, n. 1, p. 223-237, 2018.

SAVIANI, D. **Historical-critical pedagogy**. 8.ed. Campinas: Associated Authors, 2003.

SOARES, CL et al. **Physical Education Teaching Methodology**. São Paulo: Cortez, 1992.

SOUZA, AS **Physical Education in High School: Student Representations**. 148p. 2008. Thesis (Doctorate in Physical Education) - Faculty of Physical Education, State University of Campinas, 2008.

WHO. **Global strategy on healthy eating, physical activity and health**. Geneva: WHO, 2004.