

**BODY, HUMAN EDUCATION AND SOCIETY IN THE CONTEXT OF BRAZILIAN  
GRADUATE STUDIES**

***CORPO, FORMAÇÃO HUMANA E SOCIEDADE NO CONTEXTO DA PÓS-  
GRADUAÇÃO BRASILEIRA***

***CUERPO, EDUCACIÓN HUMANA Y SOCIEDAD EN EL CONTEXTO DE LOS  
ESTUDIOS DE GRADUADO BRASILEÑOS***



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**ABSTRACT:** The aim of this article was to verify whether the relation between body and human education is present in the context of contemporary society as an investigative theme in the production of current knowledge. The proposal of this study is the result of the dialogues established between the research groups Laboratory of Body Studies – LEC/Unespar and the Study and Research Group on Body Language and Diversity – GEPL/UFPA, whose concerns guided the proposition of the extension course Body, Human Education and Society, which aimed to promote inter-institutional dialogues and reflections on the different conceptions of the body and its consequences in contemporary bodily practices. In order to carry out the research, it is proposed a survey of the productions of postgraduate studies in Brazil that addressed the themes: body, human education and society. The methodology adopted was the state of knowledge according to procedures indicated by Marília Costa Morosin. Through the survey carried out, it can be verified that the Brazilian Graduate Studies have produced studies on the theme of body, human education and society, showing the expressive growth in the period between 2001 and 2010. These results allow us to understand that body and human education is a theme that demands discussions, reflections and studies for the construction of a basic knowledge in the education of individuals in the context of contemporary society.

**KEYWORDS:** Human education. Body. Society.

**RESUMO:** O objetivo do presente artigo foi de verificar se a relação corpo e formação humana se encontra presente no contexto da sociedade contemporânea como tema investigativo na produção do conhecimento atual. A proposta desse estudo é decorrente dos diálogos estabelecidos entre os grupos de pesquisa Laboratório de Estudos Corporais – LEC/Unespar e Grupo de Estudo e Pesquisa em Linguagem Corporal e Diversidade – GEPL/UFPA, cujas inquietações balizaram a proposição do curso de extensão Corpo, Formação Humana e Sociedade que teve como objetivo promover diálogos e reflexões interinstitucionais acerca das diferentes concepções de corpo e seus desdobramentos nas práticas corporais contemporâneas. Para a realização da pesquisa, propõe-se um levantamento das produções da pós-graduação brasileira que abordassem os temas: corpo, formação humana e sociedade. Como metodologia, adotou-se o estado do conhecimento conforme procedimentos indicados por Marília Costa Morosin. Por meio do levantamento realizado, pode-se verificar que a Pós-graduação brasileira tem produzido estudos com a temática corpo, formação humana e sociedade evidenciando o crescimento expressivo no período entre os anos de 2001 e 2010. Esses resultados nos possibilitam entender que “corpo e formação humana” é uma temática que demanda discussões, reflexões e estudos para a construção de um conhecimento basilar na formação dos sujeitos no contexto da sociedade contemporânea.

**PALAVRAS-CHAVE:** Formação humana. Corpo. Sociedade.

**RESUMEN:** El objetivo de este artículo fue verificar si la relación entre cuerpo y formación humana está presente en el contexto de la sociedad contemporánea como tema de investigación en la producción del conocimiento actual. La propuesta de este estudio es fruto de los diálogos establecidos entre los grupos de investigación Laboratorio de Estudios Corporales - LEC / Unespar y el Grupo de Estudio e Investigación en Lenguaje Corporal y Diversidad - GEPL / UFPA, cuyas inquietudes guiaron la propuesta del curso de extensión Cuerpo , Formación Humana y Sociedad, que tuvo como objetivo promover diálogos y reflexiones interinstitucionales sobre las diferentes concepciones del cuerpo y sus consecuencias en las

*práticas corporales contemporáneas. Para llevar a cabo la investigación, se propone un relevamiento de las producciones de posgrados en Brasil que abordaron los temas: cuerpo, formación humana y sociedad. La metodología adoptada fue el estado del conocimiento según los procedimientos indicados por Marilia Costa Morosin. A través de la encuesta realizada, se puede verificar que los Estudios de Posgrado Brasileños han producido estudios sobre el tema del cuerpo, la formación humana y la sociedad, mostrando el crecimiento expresivo en el período comprendido entre 2001 y 2010. Estos resultados permiten comprender ese cuerpo y formación humana es un tema que demanda discusiones, reflexiones y estudios para la construcción de un conocimiento básico en la formación de sujetos en el contexto de la sociedad contemporánea.*

**PALABRAS CLAVE:** *Formación humana. Cuerpo. Sociedad.*

## Introduction

Body and human education: how do this relationship establish itself (or not) in contemporary society? How does the society that, day by day, seek respect for diversity and fight for better educational conditions understands and inserts the body in the processes of human education? Have the dualistic concepts of man and, consequently, the pejorative view of the body really overcome in contemporary pedagogical practices? Or is the apparent body appreciation in contemporary society a new outfit that reinforces the dichotomous conceptions of the human being? | 3

These questions are just a few examples of the concerns and reflections that developed in a meeting held in the first half of 2020 between the research groups Laboratory of Body Studies (LEC/Unespar) and the Study and Research Group on Body Language and Diversity (GEPL/UFPA). The meeting was the result of dialogues between the leaders of the groups shortly after the start of remote activities due to the COVID-19 pandemic. The isolation and social distancing directly affected all social structures, as academic activities both in teaching, research and extension. In the search for the maintenance of the activities of the research groups/studies in a stimulating way to the participants, the 1st LEC and GEPL meeting was held. From this meeting, it was noticed that the groups shared the same concerns; thus, the interinstitutional dialogue sharpened the curiosity of researchers in understanding more deeply the relationship between body and human education. As a result, a systematic survey of graduate productions was carried out that presented, in their research, themes involving body and human education. The presentation of the results of this research is the objective of this text, which, in addition to bringing us closer to the perspectives present in the current productions on the themes, has baled the proposition of the extension course **Body, Human**

## Education and Society.

The results of this research allowed the extension course **Body, Human Education and Society** to assume the premise of the body as an expression of human totality that is constructed through historical, social and cultural transformations that directly impact the motor, intellectual and emotional aspects. This principle, which permeated the realization of all the modules that composed the course, acted as a guiding thread of dialogues and interinstitutional reflections about the different conceptions of the body and their consequences in contemporary body practices.

With regard to this specific article, it is indicated that the objective is to verify whether the relationship "body and human education" is present in the context of contemporary society as an investigative theme in the production of current knowledge. In order to achieve the objective, it was proposed to conduct a survey of the productions of Brazilian graduate studies that address the themes: body, human education and society.

We emphasize the importance of the study of academic production because we understand it as a vehicle of communication, record of thoughts and discoveries that reveal social conditions and structures (mental and material). Thus, it constitutes a source that can reveal us much more than the explicit inferences and conclusions in the text. | 4

As a research methodology, the state of knowledge was adopted, i.e.: "[...] identification, registration, categorization that led to reflection and synthesis on the scientific production of a given area, in a given time, bringing together journals, theses, dissertations and books on a specific theme" (MOROSINI; FERNANDES, 2014, p. 155). For Morosini and Fernandes (2014, p. 158), the state of knowledge provides a broad and current view of the general issues related to the object of the research that is intended to be researched, being "[...] a basic study for future steps within the intended research."

The text is organized in two moments: first, they are presented from reflections on some different body meanings, which influenced the relationships of the body in society and, of course, in the educational processes; then, the results of the state of knowledge performed by the LEC and GEPL groups are exposed.

## Initial questions

Thinking about the body and its meanings immediately requires a positioning in relation to the starting point: to take its materiality, its physical nature as a reference; or to consider it starting from its subjectivity. Not that one consideration excludes the other, but,

given the complexity of the object, establishing a delimitation seems to be coherent for the reflective development of the theme. These delimitations allow you to look at different perspectives and, as a result, a list of distinct meanings. This is what Abbagnano (2007) shows us in its two ethos for body. The first, seeking to situate the body in the physical field, presents Aristotle's definition as older:

**Body is what has extension in any direction** (Pis., III, 5, 204 b 20); and that **is divisible in any direction** (De cael, I, 1, 268 to 7). By **any direction**, Aristotle understands height, width and depth: the C. that has these three dimensions is perfect in the order of quantities (ibid., I, 1, 268 to 20). (ABBAGNANO, 2007, p. 210, our griffin, our translation).

This conception remained during the Middle Ages and only encountered opposition with Leibniz by laying the foundations for understanding body as mass, as conceived by Newtonian physics.

Abbagnano (2007) indicates that the oldest conception of body considers it as an instrument of the soul. Aristotle, adept at this conception, understands the body in a similar way to the axe, which is the instrument of cutting. The theory of body instrumentality, also defended by Plato, was accepted by the Patristics and was present throughout the Middle Ages, being | 5 abandoned in the seventeenth century with Cartesian duality.

It is commonly believed that the consequence of the separation established by Descartes between soul and C, as two different substances, was the establishment of the independence of the soul in relation to C. In fact, its first consequence was to establish the independence of C. in relation to the soul: point of view that, before Descartes, had never presented itself (ABBAGNANO, 2007, p. 211-212, our translation).

Understanding body and soul as independent substances makes the body seen as a machine that moves by itself. This theory is ore with a problem that was not present in the classical theory of body instrumentalization that, in Abbagnano (2007, p. 212, our translation), is expressed in the following questions: "How and why do the two independent substances combine to form man? And how can man, who, in some respects, be a unique reality, can result from the combination of two independent realities?"

As a result of the efforts of modern and contemporary intellectuals to answer questions such as these, several philosophical currents emerge that defend distinct positions in relation to the concept of the body.

This looks at the meanings presented by Abbagnano (2007) helps us to visualize the timelessness and need for understanding the body within the vast possibilities of situate it as an

object of investigation considering the sociocultural context. The diversity of theories about the body shows us the very movement of human and social development. Therefore, assuming a theoretical/conceptual position of body expresses a conception of Man, which is forged by the values that allow collective coexistence, or in society.

This thought directs us to reflect on the influence of body meanings in the processes of human education, which constitute specific time and space for social maintenance or transformation. Resuming Kant (2017), it is understood that one generation is responsible for the education of the next, but from the philosopher's perspective this process should not occur thinking about inserting the young person in education process in the current society, but preparing him to build the society that is desired.

Thus, we can adopt as a premise that: the meanings of the body (understood in accordance with the conceptions of Man) and the constitution of the desired society direct the process of human education. It is important to emphasize that, when we refer to human education, we are understanding close to the concepts historically coined *paideia*, *humanitas* and *bildung*, that is, focused on a theory of human education.

In view of this premise, there are several concerns guided by Sevecenko's analysis (2001, p. 23, our translation) about the technological changes present in today's society. For the author: | 6

What particularly distinguished the twentieth century, compared to any other preceding period, was a continuous and accelerated trend of technological change, with multiplicative and revolutionary effects on particularly all fields of human experience in all areas of life on the planet.

Among the changes in experiences in all areas of life, Sevecenko (2001) highlights the change in the framework of social values. For him, in the technological urban society, which imposes an accelerated pace of life on people, there is no time to know the specificities of each being, which makes visual communication based on external symbols as a vehicle for the formation of values.

The change in the pattern of people's behavior imposed by the preeminence of machines, flow engineering and the accelerated compass of the set, as would be inevitable, also ends up causing a change in the framework of society's values. After all, now individuals will no longer be evaluated for their more personal qualities or by the differences that make their personality unique. There's no time or room for that. In these rapidly growing great metropolises, they all came from somewhere else; therefore, virtually no one knows anyone, each of whom has a history, and they are dizzy and are all the time so busy, that the practical way of identifying and recognizing others is the fastest and most direct: by the way they dress, by the symbolic objects they display, by

the way and tone with which they speak, by their way of behaving (SEVECENKO, 2001, p. 63-64, our translation).

In this picture of drastic changes, the body is not immune. In addition to assuming greater status in the communicative processes that value people, bodily sensations are also affected: "This impulse, this subversive disposition is triggered by pain, affliction of bodies that feel at odds, in a world that has lost its connectivity with other beings, with nature, with erotic flows and with the sensory enjoyment of life" (SEVECENKO, 2001, p. 121, our translation).

In view of the questions exposed, it is evident that body meanings are forged in the social sinus. The economic, political, social, cultural structures and, in particular, philosophies and ideologies, values, desires, anxieties, in short, the totality that characterizes and defines the different societies determine the concepts and the body tract. Therefore, the studies of the body cannot be dissociated from time and social space, because it is in the face of the propositions of maintenance or social transformation that the 'projects of human education' are erected and the use, exploration and/or valorization of the body become formative practices.

### Human body and training in the production of Brazilian graduate studies

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The research was developed on the portal of the Brazilian Digital Library of Theses and Dissertations (BDTD) in April and May 2021. Five research groups were established that combined the words: body, human education and society. The term human education was researched sometimes delimited by quotation marks and sometimes without delimitation. Each group was searched twice: one delimiting the search field in the title; and another without any delimitation. The findings can be seen in Chart 1.<sup>1</sup>

**Table 1** – Overall result of the survey

Searched terms	Results found	searched fields	1st selection	2nd selection
1 body human education society	371	everyone	108	63
2 body human education society	0	title	0	0
3 body "human education" society	23	everyone	9	5
4 body "human education" society	0	title	0	0

<sup>1</sup> Available: <https://bdtd.ibict.br/vufind/>. Access: 10 Apr. 2021.

5 body "human education"	74	everyone	DISCARDED	DISCARDED
6 body "human education"	2	title	2	2
7 society body	3305	everyone	DISCARDED	DISCARDED
8 society body	34	title	33	25
9 "human education" society	374	everyone	DISCARDED	DISCARDED
10 "human education" society	3	title	3	2
<b>CORPUS OF ANALYSIS</b>	<b>4186</b>		<b>155</b>	<b>97</b>

Source: Prepared by the authors

In the general survey of the research, 4186 published papers were found. In order to filter the studies that were most close to the research theme, the exclusion criterion was adopted to discard the groups researched without the delimitation of the field when results were found with the delimitation of the field in titles. With the application of this criterion, 3,753 papers were excluded, and 443 were maintained for the next selection phase, which consisted of reading the titles of the publications.

The titles were read by verifying whether the terms found corresponded to the interests of the research. This phase allowed the exclusion of several works, such as those that brought the word 'body' not referring to the human body, but in a figurative sense, indicating a group or institution (e.g., faculty, fire department, government body, etc.). The same situation was found in relation to the other terms of the research. In this phase, repeated studies were also excluded, that is, those present in several groups of terms researched. Through this phase, it was possible to exclude 278 papers remaining 155 for the third selection phase.

The third phase consisted of reading the abstracts of the 155 papers, maintaining the same criterion established as the previous phase, to verify whether the studies were included in the delimitations of the research. At the end of this phase, the study corpus consisted of 97 publications.

The corpus of study was periodized in 3 groups of approximately 10 years, starting from 1990, the date of the oldest study found, and ending in 2021, the year of this investigation. Within each period, the division was made according to the format of the papers: thesis and dissertation.

**Table 2 - Classification according to the format of publications**

Period	THESIS	DISSERTATIONS	Total
1990-2000	1	4	5
2001- 2010	9	18	27



2011 - 2021	12	53	65
<b>Total</b>	<b>22</b>	<b>75</b>	<b>97</b>

Source: Prepared by the authors

It was found that in the first group (1990-2000) only one thesis was produced, a number that grew 800% in relation to the second group (2001-2010), which had the production of 9 studies. The increase remains in the third group, which had an increase of 33.3% in relation to the second group. When looking at the total period of 31 years and the number of 22 theses published, immediately, it can be inferred that the number is not expressive, but when we think of percentages, this impression disappears, because there was a total growth of 1,100%.

Similar results can be visualized when analyzing the productions of dissertations. In the first group (1990-2000) 4 dissertations were produced, and in the second group (2001-2010) 18 dissertations, corresponding to a growth of 350%. In the third group, 53 dissertations were produced, 194.44% more than in the previous period. The total number of dissertations produced in the three groups is 75 studies with a growth of 1,225% in relation to the initial group.

The finding of this growth of publications dealing with body, human education and society can be credited to several factors such as: researchers more interested in the theme; increase in the number of graduate programs; change in the profile of existing graduate programs, either by the accreditation of professors who study these themes or because it is a social demand, which requires the construction of knowledge with scientific support in order to have more effective social actions; among other variables that can be considered.

The relationship of knowledge produced in universities and the needs of society is in the very genesis of medieval university, but it gains more expressive contours in modernity, with science being considered as a possibility of human development, as Goergen explains (1998, [n.d.], our translation).

From the beginning of modernity, science was defined as the privileged and safest way of access to reality. Scientific proceeding would provide man with the mysteries of the uncontrollable hidden forces that have imposed so much fear upon him. Man would, after all, have an instrument that would make him a true master of creation. Science has since begun to be seen as the engine of development, a symbol of progress. An unrestrainable relationship between science and human and social development has been established. In sequence, one of man's main concerns became to do science. Gradually, this science began to be evaluated according to its greater or lesser practical sense. Brilliant and selfless men made it the meaning of their lives. Institutions were created and organized with the primary objective of producing science and translating their results into practice. The university was gradually incorporating this practical sense of knowledge. It is increasingly expected to

produce useful knowledge and also form people capable of meeting the needs of a work world shaped by the same science and technology.

Considering the statements of Goergen (1998), it can be assumed that the increased interest in the theme under study - body, human education and society - constitutes a present concern in contemporary society. The development of knowledge and professionals with a field of the subject proves to be a concern, even a necessity, for social transformation or maintenance.

For the verification of the existence, or not, of a regional trend of studies with the theme, the publications were classified according to the States and Regions of Brazil. This classification occurred through the identification of higher education institutions (HEIs) indicated in the publications. However, one of the publications did not indicate the HEI in the BDTD information, which was considered as a criterion for excluding this analysis.

**Table 3** – Classification of publications according to Region, State and HEIs

Region	States	Publications by States	IES by States	Publications by Region	IES by Regions
Midwest	Brasília	1	1	22	4
	Goiás	18	2		
	Mato Grosso	3	1		
Northeast	Bahia	1	1	10	8
	Ceará	1	1		
	Paraíba	3	2		
	Pernambuco	2	2		
	Sergipe	1	1		
	Rio Grande do Norte	2	1		
North	Amazonas	1	1	2	2
	Tocantins	1	1		
Southeast	Minas Gerais	9	3	45	16
	Rio de Janeiro	5	3		
	Espírito Santo	3	2		
	São Paulo	28	8		
South	Paraná	5	4	17	8
	Rio Grande do sul	7	3		
	Santa Catarina	5	1		
	Não informado	1	1	-	-
		97	39	96	38

Source: Prepared by the authors

Chart 3 shows us that the Brazilian region with the highest number of publications is the Southeast with 47 publications; then, comes the region Center it with 24 publications; soon after is the South region with 18 publications. The regions with the lowest number of publications are Northeast, with 10 publications, and North with 2 publications.

In a way, it can be seen that the regions in which studies with the research theme are concentrated are the Southeast, Midwest and South. Among the Brazilian states with the most expressive productions, São Paulo and Goiás are the ones that stand out with 28 and 18 publications, respectively. These results mean that São Paulo has 28.86% and Goiás has 18.55%, a joint production that represents 47.41% or almost half of all Brazilian production.

Similar results can be observed in relation to the numbers of HEIs that produced research with the thematic section established in this survey. With the highest number of HEIs, there is the Southeast region (16 HEIs); then, with the same number of HEIs (8 HEIs), are the South and Northeast; the Midwest region, which has the second highest number of publications, has only 4 HEIs; with the lowest number of HEIs is the North region.

Many factors contribute to numerical differences, which reach 2,150% of the most productive to the least productive region, enabling the establishment of several investigative | 11  
clippings such as the Human Development Index in Brazilian Macroregions (MHDI). The MHDI was published in the Atlas of Human Development in Brazil (MINAS GERAIS, 2016) and brings the data from 2010 establishing a comparison with the data from 1991 and 2000. The dimensions Longevity, Education and Income constitute the MHDI, which enables socioeconomic analyses through the visualization of inequalities in Brazilian regions.

By observing the data in Chart 4, we can verify that the Southeast, Midwest and South regions remain in first, second and third places, respectively, in relation to the higher MHDI and in the Education dimension. The same is not the case with the North and Northeast regions. The Northeast region, which has the lowest MHDI, has a higher rate than the Northern Region in the Education dimension.

**Table 4** – Human Development Index in Brazilian Macroregions (MHDI)

Regions	MHDI		Education Dimension	
	Index	Ranking	Index	Ranking
<a href="#">Midwest</a>	0,757	2nd	0,665	2nd
<a href="#">Northeast</a>	0,663	5th	0,569	4th
<a href="#">North</a>	0,667	4th	0,557	5th
<a href="#">Southeast</a>	0,766	First	0,688	First

<a href="#">South</a>	0,754	Third	0,662	Third
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Source: Prepared by the authors based on the research data (MINAS GERAIS, 2016)

In addition to the MHDI, the results can be thought of regarding the number of programs and postgraduate courses in operation in Brazilian regions. According to Chart 5, the region with the highest number of programs recognized by the Coordination for the Improvement of Higher Education Personnel (Capes/MEC) is the Southeast region, with a total of 1990 programs offering 3,191 courses. These data agree with those previously presented, which bring the Southeast region with higher general MHDI and in the education dimension, a greater number of HEIs and a greater number of publications in the researched theme. However, the scenario changes in relation to the other regions, which alternate their positions. In relation to the previous data, the Northeast region, with a higher number of programs and courses than the Midwest region, which was generally in a lower position compared to the Southeast region, stands out.

However, even in the face of some changes in the ranking of the regions in relation to the analyzed data, it is observed that the results are in accordance with the literature that considers:

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From a regional point of view, the MHDI Radar points to the permanence of different indicators between the Center-South and the North-Northeast of the country, with the Federal District, São Paulo and Santa Catarina presenting the best rates in 2017, while the states of Alagoas, Maranhão and Piauí present the least favorable results (RADAR IDHM..., 2019, p. 52, our translation).

**Table 5** – Programs and postgraduate course recognized by the Coordination for the Improvement of Higher Education Personnel (Capes/MEC)

REGIONS	Total Graduate Programs							Totals of Postgraduate Courses				
	Total	ME	DO	MP	DP	ME/DO	MP/DP	Total	ME	DO	MP	DP
<a href="#">Midwest</a>	399	148	8	65		75		76	23	83	7	
<a href="#">Northeast</a>	963	386	17	16		87	0	360	73	04	72	1
<a href="#">North</a>	287	132	5	53		1		86	23	7	0	
<a href="#">Southeast</a>	1990	375	36	37		178	3	191	553	214	00	4
<a href="#">South</a>	993	284	11	15		34	4	541	18	45	64	4
<b>Total</b>	<b>4632</b>	<b>1325</b>	<b>77</b>	<b>80</b>		<b>365</b>	<b>5</b>	<b>054</b>	<b>690</b>	<b>443</b>	<b>63</b>	<b>8</b>

Subtitle: ME - Academic Master; DO - Academic Doctorate; MP - Professional Master's Degree; DP - Professional Doctorate; ME/DO - Academic Master's degree and Academic Doctorate; MP/DP: Professional Master's degree and Professional Doctorate.

Source: Prepared by the authors – Adapted from Brasil ([202-?])

Another factor that should be considered in this mapping refers to the nature of graduate programs, that is, the areas of knowledge in which the programs are included. To make this verification, we considered the indication of the area and/or subarea of knowledge present in the program title and its classification according to the indication CAPES/CNPq, as can be observed in Chart 6.<sup>2</sup>

**Table 6** – Classification of publications according to areas and subareas of knowledge

Linguistics, Letters and Arts	3	Art	1
		Letters	2
Applied social sciences	8	Administration	2
		Communication	3
		Law	1
		Social services	2
Health sciences	18	Physical education	16
		Public health	2
Humanities	60	Education	33

<sup>2</sup> Available: [https://sapx.ufrb.edu.br/2019/documentos/areas\\_de\\_conhecimento\\_capes.pdf](https://sapx.ufrb.edu.br/2019/documentos/areas_de_conhecimento_capes.pdf). Access: 10 Apr. 2021.

		Philosophy	2
		History	7
		Public Policies	2
		Psychology	8
		Sociology	5
		No indication	3
Unrated	8	Unrated	8
	97		97

Source: Prepared by the authors

It was found that the area of knowledge with the highest production is the Human sciences, with 60 publications, equivalent to 61% of the total. The second area of knowledge with the highest production is health sciences, with 18 studies, reaching 18.55% of the total publications. In the third position, there are the Applied Social Sciences with 8 works and also the groups of works that did not present indication on the BDTD website, in which it is possible to insert the program in one of the areas of knowledge. These two groups reached 8% of the publications. With the smallest number of publications is the area of Linguistics, Letters and Arts, with 3 works, representing 3.09% of the total publications.

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When observing the subareas, we verified that the 4 that have the highest publication are: Education, with 33 papers, which represent 34% of the total publications; Physical Education with 16 jobs, equivalent to 16.49%; Psychology, with 8 papers, or 8.24%; and History with 7 works, the same as 7.21%.

The search with the terms 'human education' justifies the concentration of works in the area of human sciences and in the sub-area of Education, since the theory of human education is constituted from the German studies of Bildung - "[...] main term in the development of modern pedagogy, still producing numerous repercussions on contemporary education" (DALBOSCO; MÜHL; FLICKINGER, 2019, p. 7, our translation). In this aspect, it is emphasized that Physical Education - inserted in the area of Health Sciences - because it has the second highest production with the theme, demonstrates great approximation with studies in the field of education. Question that can be understood from the look at their locus of action, one of which is the school environment. Physical Education, as a curricular component, must develop according to educational assumptions, which are aimed at the education of social subjects. Thus, we can understand that body and human education constitute a relevant relationship to School Physical Education in contemporary society.

## Final considerations

Through a survey conducted, it can be verified that the Brazilian Graduate Program has produced studies with the theme body, human education and society. It was evident that the growth of the research had a significant increase in the period surveyed, especially in the period between 2001 and 2010. It was found that the largest number of productions is concentrated in the Southeast, Midwest and South regions, with the State of São Paulo having the highest production, followed by the State of Goiás. Regarding the areas of knowledge, it was found that the Human sciences is the area with the highest production and, among the sub-areas, the Education is the one that occupies the first place, followed by Physical Education.

These results enable us to understand that body and human education constitute a theme that requires discussions, reflections and studies for the construction of a basic knowledge in the education of subjects in the context of contemporary society. Thus, the realization of research, meetings, courses and events of all natures are essential for the deepening of the theme in the scientific field and, consequently, its impact on the process of social transformation.

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