

13 - CHILDREN'S PUBLIC IN THE RIO 2016 OLYMPICS AND THE DEVELOPMENT OF THE SPORT

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Introduction

The International Olympic Committee's website informs that more than 200 countries and more than 11 thousand athletes competed in 42 modalities throughout the 19 days of competition of the Rio 2016 Olympic Games (Rio 2016, 2016). A mega-event in the area of physical education, in which legacies for sports development are expected. Addressing legacies for the development of sport in a systemic way makes it possible to understand the Olympics and its different relations with the context and human development, surpassing a vision of the mega event as an isolated island.

Bronfenbrenner (1996) explains the importance of understanding the context in a systemic way. His model involves the scientific study of the progressive mutual accommodation between an active, developing human being and the mutant properties of the immediate environments in which the developing person lives, as this process is affected by the relationships between these environments and the broader contexts where environments are inserted.

The same author informs that the immediate environment is the microsystem. It is a pattern of activities, roles and interpersonal relationships experienced by the developing person in a given environment with specific physical and material characteristics. A mesosystem includes the interconnections between two or more microsystems in which the person in development actively participates. Four types of interconnections are highlighted: the primary link: when the developing person participates actively in more than one of the mesosystem's environment. The secondary link: the other people who participate in the same two environments, however, only in one of them actively, and occasionally in the other. Inter-environmental communication refers to messages transmitted from one environment to another with the intention of passing information to people in the other environment. Inter-environmental knowledge refers to the information or experience that exists from one environment to the other.

An exosystem refers to one or more environments that do not involve the developing person as an active participant but in which events occur that affect or are affected by what happens in the developing person's environment. It presents the same elements of the mesosystem, except the primary link.

In turn, the macrosystem is the set formed by the micro, meso and exosystem characteristics of a culture, sub-culture or larger social context. With its own resources, beliefs, customs, opportunities and lifestyles. Finally, the so-called chronosystem involves a temporal dimension, including significant changes centered on the development of the person and/or context (BRONFENBRENNER, 1996).

Tagliari (1999) performed a systemic study involving children in the area of physical education where he sought to understand the physical education classes in the school from a systemic view. He found that the activities that stood out in the school environment, whether during recess or Physical Education classes, were those in which the children brought information from the out-of-school environment and shared them with the others.

Considering the 2016 Olympic Games in Rio de Janeiro as a mega global event, when observed in a systemic way, it has the proper characteristics to offer legacies for the development of the sport. In this context, knowing the potential of children to disseminate information through school, this article aims to: analyze the presence of children in sports venues in the 2016 Olympics, focusing on the development of sports, under the theoretical approach of a systemic model.

Methodology

The study was characterized as observational and prognostic. The subjects were children who were in the entry lines of the competition arenas: Maracanã (soccer modality, Brazil vs Honduras match); Olympic Stadium (Engenhão), day 16-08, night time, athletics modality, tests (high jump, 100 meters, 400 meters, triple leap, 1500 meters); Arena Carioca 1 (basketball game, Argentina vs Spain match); Arena do Futuro (Handball game, Norway vs Russia match). The competition venues were chosen according to the researcher's participation logistics in the Rio 2016 Olympics. The data were analyzed based on the systemic model of Bronfenbrenner (1996)

Results and Discussion

There is a wide variety of sports and a small number of children involved in the Olympics, "in loco". A greater impact could have been achieved if the children were encouraged to participate "in loco" in the mega-event, going to the arenas and competition spaces, enjoying the Olympic activities as spectators, prepared to elaborate reports according to their own perception of the modality observed, especially of the modalities that were new to them. This is how supervised internships in the area of Physical Education work, in which important space for observation is opened, to later enter into practice.

Bloom emphasizes knowledge, then understanding and application in his first stage of cognitive behavior (FERRAZ; BELHOT, 2010). The child will be able to identify the sports modality and, later, in the following stages, to understand and apply it. The advance of stages will depend, initially, on the contact with the modality, which is amplified when their experience is "in loco". At the State University of Ponta Grossa-PR, the Spring Games are held annually, and are currently in their sixtieth edition, consubstantiating itself as one of the most traditional events in the area of sports in the state of Paraná. During the period of the games, academics of the Physical Education course have the opportunity to follow the event, serving as a laboratory for their academic training. In addition, the event serves to enrich the research and extension area, as well as in the teaching activities of the course.

In this line of reasoning, the elaborated report of the "in loco" experience will reach the other environments where the child lives through the forces of the mesosystem, through the child who went to the place of competition, thus being the primary link between the Olympics and their club, school, and finally, the places where that child actively participates. The child, through

inter-environmental communication, whether in theoretical activities or in practical activities, will offer the inter-environmental knowledge learned in the Olympic Games.

Through the exosystem - Olympic Games, children who could not participate "in loco" will benefit from what happened in the Olympic Games. This will occur because the child who was there "in loco" will present all the knowledge and understanding acquired on the sports, either theoretically or in a practical way. Bompa (2002) explains that by offering practice in different sports modalities one can contribute to multilateral development, fundamental to the formation of the base in sports initiation.

The child can present their experience to their friends and colleagues in a theoretical and practical way, according to their cognitive, psychosocial and motor developmental stage. It is verified that the impact goes beyond the moment experienced "in loco", because the other neighborhood, school or club friends and colleagues can be benefited with practical theoretical knowledge in an indirect way, through the aforementioned exosystem. As explained above, an exosystem refers to one or more environments that do not involve the developing person as an active participant, but in which events occur that affect or are affected by what happens in the environment containing the developing person (BRONFENBRENNER, 1996).

It should be noted that not all children and families have the financial conditions to participate in the Olympics "in loco", and it would be the responsibility of public agencies, the Brazilian Olympic Committee (COB), International Olympic Committee (IOC), sponsors to this event, among other interested parties, to act as exosystem impulse forces, offering tickets and conditions so that schoolchildren could go to the places of competition.

However, it is important that the child be prepared to experience the games in the most effective way possible. For example, the school could prepare a roadmap for observation, depending on the stage of development the child is in, making clear their importance and then presenting it to other peers. Thus, at that moment, the child would stop being a mere spectator to become a producer of the sport development. The child can present the new modality in a theoretical and mainly practical way, according to their perception absorbed in the place of competition and considering their development phase.

Tagliari (1999) found that children at 7 years of age had a high motor development, mainly due to the activities offered by their colleagues who brought activities from the out-of-school environment to the school playground and physical education classes via exosystem. This shows us the strength of the exosystems in the school environment in their motor development. The activities offered to children outside the school environment can find a place in the school for their dissemination.

The role of those involved with sports, public and private bodies in our country, in bringing children closer to sports competitions, would lead the child to know and apply sports activities that they do not know or know little about, increasing the possibility of making them meaningful for the children involved.

In addition, it would expand the possibility of other children having access to these modalities, which would be offered in the school environment, as a way for the child to give back to society, explaining about the modality observed in a theoretical and practical way. With this information, the teacher would expand the childrens' access to the new modalities, contributing to the knowledge of the Olympic Games culture, in the different modalities, for the development of the sport and the human being.

In this way, they would be collaborating to create a macrosystem that is a set of microsystem, mesosystem and exosystem characteristic of a culture, sub-culture or larger social context. Their own resources, opportunities and lifestyles would favor the development of different Olympic modalities in Brazil. Understanding the Olympics in a systemic way, it could contribute as a chronosystem for Brazilian sports, through the greater involvement of the children in the places of competition. Although no opportunities for offering such opportunities have been verified, they are indicative of other sports opportunities that may occur at the municipal, state, national and international levels.

Final Considerations

The participation of children as agents of diffusion of different modalities that are not traditional in Brazil, in the school and out-of-school environment, could instigate the participation of children in these modalities. They could be developed in sports schools, in physical education classes, in a multidisciplinary and interdisciplinary way with other curricular subjects, involving the school pedagogue, in sports program-projects, in a larger context involving the students' families, as well as public and private bodies, expanding the sports culture in our country, through opportunities and lifestyles favorable to the development of different Olympic modalities in Brazil.

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CHILDREN'S PUBLIC IN THE RIO 2016 OLYMPICS AND THE DEVELOPMENT OF THE SPORT

Abstract: The objective was to analyze the presence of children in places of sport competition in the 2016 Olympics, aiming the development of the sport, under the theoretical approach of a systemic model. The study was characterized as observational and prognostic. Subjects were children who were in the entry lines of certain competitions and arenas of the Rio 2016 Olympics. Data were analyzed based on the systemic model of Bronfenbrenner (1996). Only a small number of children were observed in relation to the adult public. The participation of children as agents of diffusion of different modalities that are not traditional in Brazil, in the school and out-of-school environment, could instigate the participation of children in these modalities. They could be developed in sports schools, in physical education classes, in a multidisciplinary and interdisciplinary way with other curricular subjects, involving the school pedagogue, in sports program-projects, in a larger context involving the students' families, as well as public and private bodies, expanding the sports culture in our country, through opportunities and lifestyles favorable to the development of different Olympic modalities in Brazil.

Keywords: context; systemic; school

JEUNE PUBLIC LORS DES JEUX OLYMPIQUES DE RIO 2016 ET LE DÉVELOPPEMENT DU SPORT

Résumé: L'objectif est d'analyser la présence du jeune public, sur les sites de compétition sportive, lors des Jeux Olympiques de 2016, pour le développement du sport, dans une perspective théorique d'une approche systémique. L'étude se caractérise par une observation et prévision. Les enfants devaient faire la queue à l'entrée pour assister aux compétitions et accéder aux arènes des Jeux Olympiques de Rio 2016. Les données ont fait l'objet d'une analyse, selon l'approche systémique de Bronfenbrenner (1996). Peu d'enfants étaient présents sur les sites observés par rapport aux adultes. La participation des enfants, en tant qu'acteurs de diffusion des modalités peu répandues au Brésil, en milieu scolaire et extra-scolaire, pourrait encourager les enfants à pratiquer ces activités. Ces dernières pourraient être pratiquées dans les écoles de sport, lors des cours d'Éducation Physique, de manière multidisciplinaire et interdisciplinaire avec d'autres disciplines du programme, ce qui impliquerait l'enseignante de l'école, à travers des programmes-projets sportifs, dans un cadre plus large. Ainsi, cela impliquerait la famille des élèves, ainsi que les organismes publics et privés, et garantirait le développement de la culture sportive dans notre pays, en offrant des opportunités et des styles de vie favorables au développement de modalités olympiques au Brésil.

Mots-clés: contexte; systémique; scolaire

PÚBLICO INFANTIL EN LAS OLIMPIADAS DE RIO 2016 Y EL DESARROLLO DEL DEPORTE

Resumen: El objetivo fue analizar la presencia del público infantil, en los lugares de competencia deportiva, en las Olimpiadas de 2016, teniendo en vista el desarrollo del deporte, bajo el enfoque teórico de un modelo sistémico. El estudio se caracterizó por ser de tipo observacional y pronóstico. Fueron sujetos niños que estaban en la fila de entrada de determinadas competencias y arenas de las Olimpiadas de Rio 2016. Los datos fueron analizados en base al modelo sistémico de Bronfenbrenner (1996). Se verificó poco público infantil en los lugares observados en relación al adulto. la participación de niños, como agentes de difusión de diferentes modalidades que no son tradicionales en Brasil, en el ambiente escolar y extraescolar, podría instigar la participación de niños en esas modalidades. Podrían ser desarrolladas en escuelas deportivas, en las clases de Educación Física, de forma multidisciplinaria e interdisciplinaria con otras disciplinas curriculares, involucrando a la pedagoga de la escuela, en programas-proyectos de deporte, en un contexto mayor involucrando a los familiares de los alumnos, así como los órganos públicos y los privados, ampliando la cultura del deporte en nuestro país, por medio de oportunidades y estilos de vida favorables al desarrollo de diferentes modalidades olímpicas en Brasil.

Palabras clave: contexto; sistémico; escolar

PÚBLICO INFANTIL NAS OLIMPIADAS RIO 2016 E O DESENVOLVIMENTO DO ESPORTE

Resumo: O objetivo foi analisar a presença do público infantil, em locais de competição esportiva, nas Olimpíadas de 2016, visando o desenvolvimento do esporte, sob o enfoque teórico de um modelo sistêmico. O estudo caracterizou-se por ser do tipo observacional e prognóstico. Foram sujeitos crianças que estavam na fila de entrada de determinadas competições e arenas das Olimpíadas do Rio 2016. Os dados foram analisados com base no modelo sistêmico de Bronfenbrenner (1996). Verificou-se pouco público infantil nos locais observados em relação ao adulto. A participação de crianças, como agentes de difusão de diferentes modalidades que não são tradicionais no Brasil, no ambiente escolar e extraescolar, poderia instigar a participação de crianças nessas modalidades. Poderiam ser desenvolvidas em escolinhas esportivas, nas aulas de Educação Física, de forma multidisciplinar e interdisciplinar com outras disciplinas curriculares, envolvendo a pedagoga da escola, em programas-projetos de esporte, em um contexto maior envolvendo os familiares dos alunos, assim como os órgãos públicos e os privados, ampliando a cultura do esporte no nosso país, por meio de oportunidades e estilos de vida favoráveis ao desenvolvimento de diferentes modalidades olímpicas no Brasil.

Palavras chave: contexto; sistêmico; escolar