71 - PERCEPTION OF THE SPORTSCASTER WITH TRAINING IN PHYSICAL EDUCATION: THE IMPORTANCE OF THEIR INITIAL FORMATION

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INTRODUCTION

Present society undergoes big changes, giving rise to the called knowledge society. New data and information have been generated with much speed, being more and more visible that knowledge is a tool in frequent transformation, not immutable or stable as it was believed to be in the past. So the dynamic in knowledge production has brought countless changes to the diverse areas that cannot focus only on their subject any more. Interaction between areas becomes fundamental in new knowledge construction.

In that sense we understand that Physical Education, as knowledge area must follow its purposes regarding its improvement, searching for new proposals in interdisciplinary work with Social Communication, opening new fields of work. In that way, the reality found in sport motivates professionals and undergraduates to articulate new discussions, therefore the sports context needs a new, more expansionist model, supported and backed up by professionals who know their subjects, and, especially, that in an ethical and correct way share their characteristics with their target group. We understand that Physical Education professionals have the predisposition to use their knowledge as an alternative and, besides, to enrich sports communication field.

Because of the growth in the field of sport, Physical Education can open up new doors, on account of its knowledge, and, consequently, start to interact in future sport settings as an integral part of media which covers all shows, opening, thus, a new practice field for its professionals. This approximation has as an aim the search for a new form of knowledge production, making a new way to watch, understand and interpret Physical Education and sports radio journalism possible to individuals.

Integrating and articulating knowledge in a qualified way seems to be the path to draw up this proposal involving knowledge related to Physical Education, sports and Communication. Perceiving that, more and more, events are constructed in media seeking reciprocity of social everyday life. However, Media has created a new form of understanding as for conceptual issues regarding sport, which affect present society directly. So, when media reports on a sports event it is not only an information producer, but, especially, a producer of meanings (BORELLI, 2001).

Starting from what's been presented, a blank is open for the Physical Education professional to act and conquer new practice fields noticing that Physical Education needs to establish a closer relationship with mediatic effects contributing to the yearnings of society.

It's relevant to perceive that sportscast is not an end in itself. It is very simplistic to analyze the process without taking into consideration economical, political and sociological factors that the function media-sport offers. The fact is that in sport, as a general rule, there's a relative democracy and equality among people, at least imaginary, for it gathers the rich and the poor, the black and the white, men and women, adults and children. Besides, competitions have a certain number of rules that are followed compulsorily and are valid for everyone, regardless of social class or ethnic group, for instance (DA MATTA, 1976).

In Costa's (2001) opinion, professionalization of sport brings, in its interior, much more than simple competition between athletes, for economical, social and political character considerations are part of the context. There are no doubts that the fact of sport moving billions of dollars orbiting around its existence generates a series of interests. In this case, soccer, the most prestigious and practiced sport in Brazil, “has served to promote the country to the called Cleats' Country, creating this way national symbols.”

Therefore, the nature of sport is demanding constant behavior renewals from us, mediated by interdisciplinary collaboration, when sport is understood as a phenomenon rich in communicational meanings (MENDES, 2006). Since professional formation must consider some fundamental points, such as versatility, guaranteed through implementation of different majors and adaptability - preparing the professional for multiple situations at work which are still unknown (NASCIMENTO, 2002). This way, knowledge sphere has proportioned the improvement of great meanings, from their statement the Physical Education professional gets a license to use their knowledge in other knowledge areas.

To do so, Coelho (2004), defends that today mass media, particularly sports radio journalism, has taken an important part on a great space in the training of people settled in sports environment. This occurs due to the enormous speed and the quantity of information spread daily in everyday life. Facing the alterations caused by electronic media in the social context it's relevant, important and necessary to open up spaces for new discussions about the existing relations among different human knowledge areas. In that sense, a discussion that may involve society spheres is therefore fundamental, especially those involved with physical education and social communication, in order to permit greater access to professionals involved in the problem (HATJE & CARVALHO, 1996).

Following the theme's line of thought, the authors mentioned above imply that the committed professional must pursue a real space in media for Physical Education and, especially, promote the separation between activities which integrate (school or gym) Physical Education from those who construct sport as a show (HATJE & CARVALHO, 1996). The geography of the study points to future discoveries in speculation ground, but the moment is dominated by possibilities and interests from both in future experiences for mutual growth.

This way, the Physical Education professional's defense seems justified, for it aims to amplify their knowledge, pursuing to interact with sports radio journalism. So, the paper consists in contributing in order to have, every day, new topics in debate. Because of the presented above, it was aimed in this paper: to identify the perception of the sportscaster with Physical Education training on the importance of their basis training in Physical Education.

Considering the thematic context approached throughout the study, the paradigm that fits it best is the qualitative interpretative approach. The information collection instrument comprised a questionnaire with 18 open questions.

To carry it out, the field of study suggested to analyze were Rio Grande do Sul's AM radios sports departments. The study collaborators were two male professionals with basis training in Physical Education. Besides working for radio stations they also perform activities related to Physical Education. The first interviewee was portrayed here by the letter **X**, acts on a station located in Porto Alegre, which has as an objective Grêmio and Internacional soccer matches' broadcasting, he works as a commentator. The second one, represented by the letter **Y** performs his work on a station located in the city of São Leopoldo,

which has as one of its goals to perform the local teams' coverage. His main activity at the station is as a commentator and he does it during the matches and the station's sports programs.

The whole interviews were transcribed and gathered in order to, then, carry out the contents' analysis. After data collection and transcription, they were subjected to a pre-analysis. This way, a first reading of the entire material was taken to attempt to identify a form of organization coherent with the research's proposal.

CHARACTERS' NARRATIVES

With the passing of the years, new tendencies arise with the constant evolution of the human being, news appears with such a high velocity and interferes directly in people's profession. It's not different with Physical Education. So, its subjects have been developed in a growing way, with the intention to clarify, advise, assist, help and promote not only its professionals, but also the public, information receiver. However, the study searches for answers in interdisciplinary proposal, in recognition of the reality of professionals who have basis training in Physical Education and who are acting in sports radio journalism, with the purpose of bringing proper clarifications for both areas' growth.

In that sense, interviewee **Y** emphasizes that “professional qualification nowadays, besides being a need, is relevant to our professional proposals, even more when we talk about sport. Actually, we talk about a series of subjects and that must have very keen attention from the professional who speaks into the microphone”, and completes his thought stating that “knowledge becomes the emphasis of the process”.

Following evident signs of a considerable breakthrough in human knowledge, gathering and establishing new standards, interviewee X states that “modernity and advanced technology are things which cannot be separated, and the professional has to take part in these fields compulsorily.” Then complements his reasoning situating Physical Education in the radio context: “following evident signs of a new time, a considerable breakthrough in sports journalism, adding that the Physical Education professional is really, in their work in sports radio journalism, an analyst, for they interpret a situation within sport and in a correct way, that is, transmits knowledge didactically in a correct manner to the receiver. There it's our differential.”

In this perspective, Costa (2001) states that when we refer to present days the media, particularly, sports radio journalism, has taken an important part on the training of people in the sports environment. Then, a geographical structure which molded future intervention for Physical Education starts to be designed. In interviewee Y's opinion, both knowledge areas are inexhaustible sources for a better understanding, justifying his opinion that “Physical Education complements itself in a sense that sport is this profession's inherent subject. Physical Education is global, it is about the body, and sport is about the body, and in all sports the body is included. So, I'd say that Physical Education, today, is now the great discipline for those who intend to be inside the sports environment in the communication area, especially Brazilian sports radio journalism”.

To do so, it is observed a very close relationship between both areas so far. So, making the utilization of diverse media and communicational resources compatible as pedagogical tools for access facilitation, thematization and reconstruction of knowledge by mass communication industry, with proposals that suggest the providing of specialized assistance to sports journalism area, represents an attribute that is imposed upon Physical Education professionals (PIRES & BITENCOURT, 1999).

Thus, interviewee X expresses his opinion about that: “We, professionals with a degree in Physical Education, are a medium from which people may learn. Therefore, we, professionals who have already been to university, have the major obligation of helping this population, which comprehends classes A, B, C and D, bringing the proper information in a correct way.”

In this understanding interviewee Y explains that “professionals with training in Physical Education who act in sports radio journalism have a great allied, with respect to better information provided to the population since you can use this medium as an institutional, cultural and educational lever. So, there are qualified professionals in the radio world and professionals who understand what they're talking about. This is a great difference to that professional who hasn't got training in Physical Education.” The interviewee's information meets the expectations previously presented as to the importance of the Physical Education professional.

Therefore, the outcome of this item's discussion point, is established in the corroboration of the interviews referred to the interviewees' statements. One notices the power media has in general over social context, being an overnight sports idols and phenomena constructor.

There are no doubts as for the responsibility, the ability of the professional with training in Physical Education regarding their practice and knowledge area, when examining determiners and consequences from such redevelopments of reality on society. In that sense, the new curricular guidelines which characterize Physical Education as a field of professional intervention, which is about different physical activity/human movement/motricity manifestations and expressions as a way to help society (NASCIMENTO, 2002), which also comprehends that part of population that because of sports radio journalism's range and seduction skills, becomes a faithful sports culture consumer.

So, it's pointed out that the paper has the mission of raising facts and bringing them into debate, perceiving that university is the place where formation needs are supplied. In that moment a new fact is established in debate, in other words, preparing qualified professionals to the job market also undergoes learning conditions. In that sense, interviewee Y suggests that there should be a subject, even if optional, focusing the question of sports radio journalism within Physical Education course, and it would be an interesting idea. In the interviewee's opinion, the institution itself could offer greater qualification for its students.

Therefore, Hatje (2003) points out that the inclusion of new questions directed to Human Movement Sciences, at Postgraduate level, and the very own curricular restructuring of Physical Education, at undergraduate graduate level is necessary, especially in the sense of amplifying the very own definition for communication (as a process) and the importance of it in training new professionals in Brazil starting from the new Curricular Guidelines.

The same author is a defender of the following argumentation: media in Physical Education / sports has definitely conquered its space. Its importance, however, to the professionals, depends on the definition and objectives that each one shows or defends, considering the teaching-learning process in the formation of a more critical and reflective human beings society.

In our understanding, this interest comes from the institution which is always contemplating its undergraduates' new studies. So, a link between knowledge areas in its nucleus is established, since multidisciplinarity has become a reality. However, this reality motivates professionals to be always attentive to innovations that pervade their professions each day. So, considering the few known or existent studies between Physical Education and sports radio journalism, we propose to pursue ways of assessing, discussing and intervening in the quality of information spread in the name of Physical Education's objectives.

Therefore, this sample doesn't end in itself, it's much wider, consisted of significant elements, and it's exhibited in a range of possibilities. Physical Education and sports radio journalism cross their subjects in opportune moment, assigning values. This moment is unique to Physical Education, since the opening to new practice fields is established.

FINAL CONSIDERATIONS

Starting from the presented information which comprises the current paper, it was evidenced the close relationship between both areas as for their work tools, which are necessary for a good professional performance, based on literature and mainly on the statements from both professionals interviewed. Physical Education, as knowledge area, has its contribution recognized, since its subjects are understood as a way to qualify the work of the professional who performs his function in sports radio journalism.

For a better understanding, interviewee X's statement when he answers the following question, “what are the benefits that you observe having this training in Physical Education to perform your work in sports radio journalism?” is going to be reviewed - to which he answers: “Look, it qualifies me greatly, because when you talk about sport, actually you talk about a series of subjects, and that should have very keen attention from the professional who speaks into the microphone, from the communicator, and knowledge becomes the emphasis of the process. Therefore, having a degree in Physical Education, a postgraduate course, and having taught in Universities qualifies me greatly, for it provides the condition to take approaches that many times are not available to the radio professional”.

As an answer to the same question above, interviewee Y declares that it's “certainly evident, radio in sports journalism is very dynamic, the dynamism that occurs, the knowledge that one has about Physical Education's subjects may put these professionals in better situations in relation to those who haven't got the same training, at work performance, that is, theory allied to practice.”

Through the interviewees' statements it's verified how important was their training in Physical Education to the execution of their practices in sports radio journalism. In that way, besides an evidenced improvement, a better performance in their tasks, another factor must be pointed out regarding the receptive part, considering that individuals who receive such information are inserted in a wider context. It's in that sense that the paper has attempted to bring their answers, emphasizing the reception pole as a possibility for clarification, being aware that is in reception that Physical Education can intervene pedagogically. Thus, Physical Education will probably advance even more, reflect its practices accessing new knowledge and experimenting new actions like, for instance, this relationship between sport and media (MEZZAROBA, 2006).

This way, one notices in the interviewee's statements that on account of their basis training in Physical Education, they were lead to a more advanced stage of understanding about subjects related to sports radio journalism. However, as they have reported themselves, knowledge is the basis for one to have a better understanding, being verified, thus, a synchrony from interviewee X's statement when he says that one of the big differences from the professional who acts in sports radio journalism and has basis training in Physical Education to the one who hasn't got it, is that men in radio have this power of more didactic information and that offers to the population the beginning of the understanding that soccer is not just kicking a ball. Therefore, one understands that there is a whole didactical-pedagogical process that makes the individual achieve qualification or not considering what he or she intends, for when there's a mistake, there's a scientific explanation for it. Those who haven't got knowledge of the cause, will simply use what they're used to listen from all Brazilian press, “it was good or bad luck.”

Since the beginning this relation was recognized, however, it was found in Mezzaroba's work, in which he makes reference to the proximity of both knowledge areas, and understands that the nature of sport is demanding constant behavior renewals, mediated by the interdisciplinary collaboration when sport is understood as a phenomenon rich in communicational meanings.

The consolidation of Physical Education area, as a human movement related area, starting from this paper, calls for questions spread to the general public through the media, being a special highlight the coverage of sports shows or events brought to the most different segments in society.

However, it's appropriate to consider the figure of radio as an important piece within the context as a whole, because radio has developed itself starting from its own public's need, recognizing its listeners, since, in time, radio started adapting itself to changes, to technologic and economic innovations.

At last, it is believed that everything presented and discussed here may contribute to the arising of new definitions to the Physical Education area, specifically. This reflection attempt opens up, undoubtedly, new paths to Physical Education and, consequently, existing ones will be widened, for there remains the certainty that from a determined and continued practice of teaching, research and work, there will come along a yet wider universe of possibilities, establishing, this way, a social dialog. So, perceiving this wide and diverse field is a necessity in order to assist in explanations that may be incorporated as a public good for individual or collective use.

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PERCEPTION OF THE SPORTSCASTER WITH TRAINING IN PHYSICAL EDUCATION: THE IMPORTANCE OF THEIR INITIAL FORMATION

ABSTRACT

The present paper had as an aim to identify the perception of the sportscaster with training in Physical Education on the importance of their initial formation. The participants in the study were two professionals with training in Physical Education and who work in sports radio journalism. The data collection instrument was a semi-structured interview with 18 open questions related to the objectives of the present paper. From the results obtained it was evidenced that there's a professional connection in terms of subjects between Physical Education and Social Communication. The professionals interviewed were unanimous as for the importance of having Physical Education as a basis formation for the accomplishing of their work in sports radio journalism. Finally, it's concluded that the Physical Education professional, with their knowledge linked to the subjects, should take part in work connected with the sports context, since it's been proved that sports radio journalism counting on Physical Education professionals, will be contributing to a better qualification regarding their objectives.

KEY WORDS: Physical Education; Sports Radio Journalism; initial formation.

PERCEPTION DU REPORTER SPORTIF AVEC FORMER DANS ÉDUCATION PHYSIQUE: L'IMPORTANCE DE LEUR FORMATION INITIALE

RÉSUMÉ

Le papier présent avait comme un but pour identifier la perception du reporter sportif avec former dans Éducation Physique sur l'importance de leur formation initiale. Les participants dans l'étude étaient deux professionnels avec former dans Éducation Physique et qui travaillent dans journalisme de la radio des sports. L'instrument de la collection de la donnée était une entrevue structurée semi avec 18 questions ouvertes en rapport avec les objectifs du papier présent. Des résultats obtenus il a été manifesté qu'il y a un rapport professionnel quant à sujets entre Éducation Physique et Communication Sociale. Les professionnels interviewés étaient unanimes comme pour l'importance d'avoir l'Éducation Physique comme une formation de la base pour l'accomplir de leur travail dans journalisme de la radio des sports. Finalement, il est conclu que le professionnel de l'Éducation Physique, avec leur connaissance liée aux sujets, devrait participer à travail relié avec le contexte de sports, depuis que ce est été prouvé que journalisme de la radio des sports qui compte sur les professionnels de l'Éducation Physiques, contribuera à une meilleure qualification qui regarde leurs objectifs.

MOTS CLEF: Éducation physique; Les sports Envoient par radio le Journalisme; formation initiale.

LA PERCEPCION DEL PERIODISTA DEPORTIVO GRADUADO EN EDUCACION FÍSICA: LA IMPORTANCIA DE SU FORMACION INICIAL

RESUMEN

Este trabajo tuvo por objetivo identificar la percepción del periodista deportivo con graduación en Educación Física sobre la importancia de su formación inicial. Los participantes del estudio fueron dos profesionales de Educación Física y que actúan en el periodismo deportivo radial. El instrumento de recolección de datos fue una entrevista semi-estructurada con 18 preguntas abiertas relacionadas a los objetivos de este trabajo. A partir de los resultados obtenidos se evidenció que hay una relación profesional respecto a los contenidos de la Educación Física y de la Comunicación Social. Los profesionales entrevistados fueron unánimes con respecto a la importancia de tener como base una formación en Educación Física para la realización de sus trabajos junto al periodismo deportivo radial. Por fin, se concluye que el profesional de Educación Física, con su conocimiento relacionado a los contenidos, debe formar parte de trabajos relacionados al contexto deportivo, visto que se comprobó que el periodismo deportivo radial, contando con profesionales de Educación Física, estará contribuyendo para una mejor calificación en relación a sus objetivos.

PALABRAS-CLAVE: Educación Física; Periodismo Deportivo Radial; formación inicial.

A PERCEPÇÃO DO JORNALISTA ESPORTIVO COM FORMAÇÃO EM EDUCAÇÃO FÍSICA: A IMPORTÂNCIA DA SUA FORMAÇÃO INICIAL

RESUMO

O presente trabalho teve por objetivo identificar a percepção do jornalista esportivo com formação em Educação Física sobre a importância de sua formação de base em Educação Física. Os participantes do estudo foram dois profissionais com formação de base em Educação Física e que estão atuando no rádio jornalismo esportivo. O instrumento de coleta de dados foi uma entrevista semi-estruturada com 18 perguntas aberta relacionadas aos objetivos do presente trabalho. A partir dos resultados obtidos evidenciou-se que há uma relação profissional em termos de conteúdos entre a Educação Física e a Comunicação Social. Os profissionais entrevistados foram unânimes quanto à importância de ter a Educação Física como formação de base para a realização de seus trabalhos junto ao rádio jornalismo esportivo. Por fim, conclui-se que o profissional de Educação Física, com seu conhecimento relacionado aos conteúdos, deve fazer parte de trabalhos ligados ao contexto esportivo, visto que se comprovou que o rádio jornalismo esportivo, contando com profissionais da Educação Física, estará contribuindo para uma melhor qualificação no que tange aos seus objetivos.

PALAVRAS-CHAVES: Educação Física; Rádio Jornalismo Esportivo; formação inicial.