05 - IMPACT OF THE GREAT PERTAINING TO SCHOOL GAMES IN THE MARKET OF WORK OF THE PROFESSIONAL OF PHYSICAL EDUCATION IN SERGIPE

SÉRGIO LUIZ THIESSEN[1]
JOSIVAN ROSA SANTOS[2]
1 - Licenciado em Educação Física - Estácio FaSe-SE – ARACAJU-SE
2 - Professor Faculdade Estácio FaSe-SE- ARACAJU-SE
Estácio/FaSe – Faculdade de Sergipe, ARACAJU, SERGIPE, BRASIL
sergio@agitado.com.br

INTRDUCION

The dialectic Sports and School has been in recent times, one of the most passionate discussions within the Physical Education, and on this relationship, several authors have, thus contributing to the deepening of this real "debate", which necessarily passes through the bottom discussion of their physical education, its role and legitimacy.

The hegemony of Sport within the school, undeniably proven through various studies and scientific papers, or by simply observing the educational practice within schools, public or private capital or interior, brings with it a series of reflections about the model Physical Education in force, by profound changes in the national socio-economic scenario by 1930, driven by the need of modernization and industrialization of the country, opposite the conjuncture of two major world wars. Despite several changes in which the Brazilian society has until today (Developmental military dictatorship, democratization, Democratic Consolidation), the sport has gained increasing power and space within the school.

Understanding the implications of hegemony to the formation of a whole human being and critical, considering that often in sports develop ideas and values that lead to conformity, as is the unconditional respect for the rules (BRACHT, 1986), but also understand that the sport is preponderant in physical education classes, and that this factor is irreversible and can't be denied (CAPARROZ, 2001).

The initial purpose of this study was to establish a historical relationship between sports and school, so that you can understand the sphere of the two institutions mentioned above. Then we will present the counterpoint and the various approaches that discuss sports as content dominance of Physical Education. Therefore, we discuss the representation that sport plays in the Professional Job Market for Physical Education. It is considered the latter as the focal point of this study, since only through the concrete possibility of action (work) the teacher can play a role, regardless of their educational or philosophical alignment.

Thus, the focus of the study are centered on the role of Professor of Physical Education this reality, and, besides discussing the educational value of sports institutionalized within the school, analyze it in marketing, the pressures generated by the different interests that limit pedagogical practice of Professor of Physical Education and Sport in school, and its impact on the market work in Sergipe. This theme proves to be quite timely, with a view of a very special way, the odd time that Brazil is the eve of hosting the World Cup Soccer in 2014 and 2016 Olympic Games, thus, all eyes political, economic and social, targeted at those events. Impacting forcefully throughout society and in a very intense, professionals of physical education and physical education.

SCHOOL SPORTS COMPETITIONS

The human being is not complete and finished in it, is always in constant change, these changes that reflect and are reflected by and in social contexts in which its story unfolds. The twentieth century certainly represents changes that streamlined with greater speed and range, the effect of a globalized and interdependent world now. Considered by many to be the century of "gold" by population growth and world economy, the century of "information" or even the century of "wars" cannot be forgotten that it was also undoubtedly the century of "show “the century of" image "and the unification of" all the behaviors and objects produced, and put them on the likes of consumption and desire "(SILVEIRA et al., 2010, p.100). In other words, the sport is undoubtedly one of the greatest examples of this "spectacle" which is still involved and involving the society.

Nationwide, the Sport also had a great quantitative development in the postwar period as a result of the influence of European culture, becoming gradually element of the hegemonic culture of the movement, and as a consequence of physical education classes. To understand the process of formation of this hegemonic culture "sports" in school, it is necessary to understand the context in which these values were wakes in Brazilian society, more specifically from the late 1940.

According to Bracht (1989), at that time, the conditions favored the development of the sport (urbanization, industrial development and expansion of mass media). These changes were crucial to assume that physical education codes sports institution, going from then, not only interact with that, more dependent on each other, since the school started to be understood as "granary" of future athletes.

The process of democratization of 80 years brought an "avalanche" of criticism and questioning of social, political and economic. It was urgently necessary to build / rebuild the identity of the area of Physical Education, and redeem their values, new ways, directing to the legitimacy of that field. Different pedagogical concepts have emerged, new paradigms have been proposed, which leads to physical education to a deep identity crisis. Crisis is defended by Medina (1995, p.19-23) as "urgent" and "inevitable" to justify their own existence and necessity.

In contrast, presents the concept of "sport at school," where the sport as unambiguous content of human body culture and social reality has its values recognized and discussed within the school, in a humanistic view and not merely technical and biological. Under this vision, values to create, play, questioning, doing and redoing, participation and involvement and reflection at the expense of the exclusion provided by the sport as an end in itself.

In more detail, the discussion about the sport within the school, the question of "revelation of talent" appears unambiguously. On the one hand, one can understand perfectly well that, from the moment it becomes the sole purpose of teaching practice, it completely loses its meaning and importance. However, radically ignore this possibility using the discourse of discrimination, also ultimately cause a breakdown of those who, whether by natural motor skills, strong desire and determination or any other reason, can develop beyond the school within the Sport, as a means of achieving professional or personal.

It also discusses the question of the importance of school in the "revelation" of talented athletes, one cannot but admit that the overwhelming majority of professional athletes or amateurs, always refer to school, and a very special way, participation in school sporting events, the primary responsibility for their life course options, incorporation of sports activities in their routine or their choice of career, as agreement Moura (MOURA in Sportv Reporter, 2010).

Thus, events and sports competitions signed strong roots in contemporary culture, and, as would be within that

institution responsible for this systematic cultural transmission of knowledge: The School.

This issue is highlighted by the fact that Brazil is preparing to receive two great events of world significance, and as well their own states Federal Council of Physical Education, CONFEF (2011), Brazil had become the "meeting point of the sports world". In this sense, it can be complementary: "We believe that the positive values of sport, when assimilated by society, contribute decisively to the formation of citizens and the promotion of health and social justice" (GOL Magazine, 2011, p. 91).

In Sergipe, the examples of other states, games and sporting events involving large number of schools and sports, have become part of the school context. With special emphasis for the Games of Spring here in the state that had its first edition in 1964, inspired by the eponymous event that happened in Rio de Janeiro since 1949 and had as creator journalist Mario Rodrigues Filho. Thus, the fact is that there were three distinct periods of spring games, and all of them, with greater or lesser degree, attended debates and controversies about its performance, political exploitation, and misrepresentation of the role of physical education teacher, among other. The first phase, which runs from 1964 to 1967, had as its background the prevalent idea that the "Sport is the living Force of a People" (SILVEIRA, p.165), with the peculiar characteristics of the parades of schools, election of the "Queen of Spring." The second period from 1970 to 1978, presented the beginning of the "sportivization" within schools, at a time of training of Physical Education in the State. And the third period, from 1979 to 1995, which occurred in the consolidation of sport at school, becoming a high-profile event, with suspension of classes, cheerleaders, film openings and a large percentage of the students.

After the year 1995 due to political differences and criticism of the course that took Physical Education, Games Spring no longer part of the annual sports calendar of the State, and for eight years, events of this size no longer exist in the state Sergipe. Only in 2003, realizing that "empty" market, the TV Sergipe (Globo Northeast) in partnership with the Federation Sergipana Sports School, an entity newly formed and affiliated to the Confederation of Sports School, organized the first edition of School Games TV Sergipe.Despite the small number of schools (23), had a great impact on student society, which made its second edition to reach more than 80 schools and 2,000 students.

Anchored on the results of the School Games TV Sergipe and pressured by public school teachers, the State Government in 2004 sanctioned the return of spring games, now in the form of law, thus ensuring its completion regardless of the political grouping in charge of the state.

It is precisely based on this interval of 8 years (1995-2003), long enough to establish a statistical profile within schools, with respect to the work of physical education teacher, this research analyzed, comparing that time with the current situation, where two major sporting events take place each school year. The School Games TV Sergipe, now in its ninth edition, and GAMES SPRING, serve as selective for Brazil School Olympics, an event promoted by the Brazilian Olympic Committee, Ministry of Sports and the Globo Television Network.

This question has significance in relief, as from the end of the seventeenth century and the beginning of the next century, the work became the fundamental relationship between society, acquiring the meaning Marx apud Méda (1995, p.6) called "social fact total".

While not having as main purpose is to make a historical review of the progress of work is important to understand that from the biblical notion that places as "punishment", until today where it is seen as a form in which the human being, work appears as a central social issue, even in its most commonly understood (employment), aim to get a basic salary to ensure the fulfillment of our basic needs.

Among the various occupations that present themselves in modern society, few can offer a greater possibility of transformation into a society that services provided by the good professor. Since it deals directly with the structure of this society, and that "canned" or "repressed" by curricula, dogmas, political pressures or taxes capitalists. Can certainly contribute to their pedagogical activities, examples and posture, to build happier human beings, and self-critical, the main purpose Education (ALVES, 1999).

MATERIALS AND METHODS

This study is of descriptive nature of qualitative and quantitative nature. We used a semi-structured questionnaire applied randomly and for convenience, where the interviewees should present their vision on the subject asked, leaving the banks to free expression of each interviewee. To respond to interviews, we selected 43 teachers and sports coordinators, who worked in physical education, during the period 1990 to the present day. What allows them an insight into the issues raised.

DATA ANALYSIS AND DISCUSSION

The survey results indicate that the profile of teachers chosen at random to answer the questionnaire, is available for the purpose of research, given that they are distributed in a manner consistent with reality as regards the distribution of professionals between the networks teaching, teaching predominantly in public schools (56%), followed by private schools (28%).

The same is true with respect to time of exercise of the profession and work experience in the same educational institution, with most teachers in the profession for over 6 years, reaching (83%) of respondents, with 79% of respondents work in the same institution for more than 6 years. These numbers indicate that they are fully able to contribute to research as experienced directly the issues under discussion.

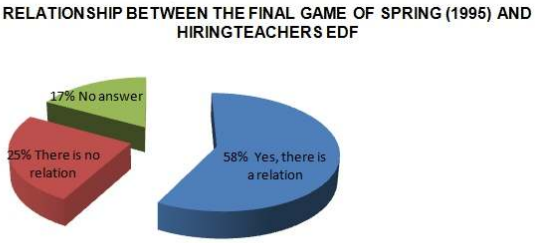
Regarding the question of the significance of sport within the school, can be seen that there is an index of agreement in the sense of its importance and educational value. Draws attention in a special way (92%) of the sample attributed educational value of sport at school, and only (8%) of respondents did not attribute special significance of sport in school. However, more detailed analysis of the questionnaires show that even these, working with the sport in their daily performance. Thus, it is concluded that in view of the significant majority of the sport within the school is full of significance and educational value.



Graphic 1

To answer the central point of the study, is, the relationship between the major school events and the labor market of the professional physical education within the school, it is necessary to further analysis of the graphs 02 and 03, presented below, where such issues are presented.

First perceives a commonality of responses regarding the questions presented, with a prevalence of (54%) of respondents indicating a direct relationship between the major school events and the labor market of the physical education teacher, against an average of (25%) who does not realize this relationship.

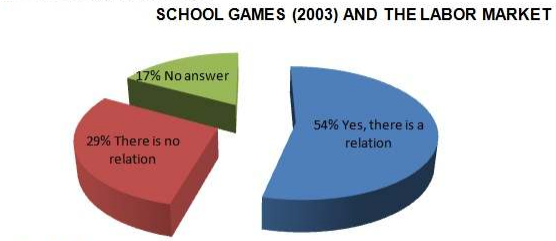


Graphic 2

Another point that reveals the consistency of the answers is to approximate the percentage of respondents who were unable to answer the questions with the percentage of teachers with less than five years of operation (around 20%), which, after confirmation by analysis of responses, indicating that they, due to little practical experience within the school could not stand on the issue.

Taking into account only those who answered affirmatively or negatively to these questions, we arrive at a percentage of approximately 70% agreement compared to around 30% of disagreement about the relationship between School Games and the labor market, this index; it is very significant and conclusive.

Of the three issues raised that had the highest percentage of agreement (58%), it was the loss of space and enhancing the physical education teacher, at the end of the Spring Games in 1995, thus indicating that this historic society Sergipe is still clearly present in the physical education teachers.



Graphic 3

CONCLUSIONS

When you look into the theme, we see the existence of a direct relationship between the achievements or otherwise of school sports events in the state of Sergipe with the recovery and expansion of the labor market for professional physical education, because which proves the first hypothesis. Considering that this issue should not run out in itself, it is crucial that this discussion be expanded and discussed among all directly involved with the subject, teachers, and academics, managers, among others, to understand that they can discuss and act positive about this social phenomenon, broadening the discussion to the very meaning of sport within the school.

REFERENCES

ALVES, Reuben. For a romantic education. Vila Nova de Farmalicão, Portugal: Camilo Castelo Branco, 1999.

BRACHT, Valter. The child who practices sports respect the rules of the capitalist. Magazine of sports Science and 7 (2) 62-67, 1986.

BRACHT, Vernon. Physical education: the pursuit of pedagogical autonomy. Journal of Sport and Tourism Foundation, Curitiba, v.1, n.2, p.12-19, 1989.

CAPARROZ, Eduardo Francisco. The Sport and Physical Education Content: a "baffling move" not "warp" only in the "columns", but also in speeches. Perspectives in Physical Education, Niterói, v.2, n. 1 (Supplement), 2001.

MARX, Karl. Ébauche critique of economy politique. In: Oeuvres, Economie. Paris: Gallimard, 1979, p.89 cited in MEDA, 1995, p.100.

MEDINA, John Paul. The physical care of the body and "mind". Campinas, SP: Papirus, 1995.

SILVEIRA, Halmicar, Dantas Junior. Spring games of Sergipe: Tradition and spectacle "sportivization school" (1964-1995). São Cristóvão: Publisher UFS, Aracaju: Foundation Oviedo, 2010.

SPORTV. The new generation of Brazilian sport. In Sportv Reporter: Nélio MOURA, 07/05/201

THIESSEN, Sérgio Luiz. Impacto Dos Grandes Jogos Escolares No Mercado De Trabalho Do Profissional De Educação Física Em Sergipe. Aracaju-SE: Estácio/FaSe. 2011.

DESCRITORES

Address: Street Rafael de Aguiar,
1839, Bl Malibu,
apto 601, Aracaju-Se;
CEP: 49047-320;
Ph: (79) 3219-1773;
E-mail: sergio@agitado.com.br.

IMPACT OF THE GREAT PERTAINING TO SCHOOL GAMES IN THE MARKET OF WORK OF THE PROFESSIONAL OF PHYSICAL EDUCATION IN SERGIPE

ABSTRACT

The Hegemony with in the School of Sport has recently been a central theme with in the Physical Education, an issue that tends to intensify with the approach of major world sporting events to be held in Brazil in the coming years. It is intended to work, to establish a historical relationship between sports and school and their relationship on the labor market of the physical education professional. Understand this social phenomenon and interfere with the way it operates within the School is very important for the teacher of physical education, regardless of their educational vision or philosophical alignment. This study is descriptive in nature. We used a semi-structured questionnaire applied randomly and for convenience, where the interviewees presented their views on the subject of proposed study. The final sample included 43 teachers and sports coordinators, who worked in physical education, during the period 1990 to the present day. Important is still clearly see the direct relationship between sports, and more specifically, between the implementation of major school events and work of this professional market, this market in constant change and transformation, a source of anguish and anxiety of modern man, who has the work your own corporate identity.

KEYWORDS: Sport Games, School, Work.

IMPACT DU GROS GIBIER DANS L'ECOLE DE L'EMPLOI DE L'EDUCATION PHYSIQUE EM PROFESSIONNEL SERGIPE

SOMMAIRE

L'hégémonie au sein de l'Ecole de sport a récemment été un thème central au sein de l'éducation physique, un problème qui tend à s'intensifier à l'approche desgrands événements sportifs mondiaux, qui se tiendra au Brésil dans les années à venir. Il est destiné au travail, à établir une relation historique entre le sport et l'école et de leur relationsur le marché du travail des professionnels de l'éducation physique. Comprendre ce phénomène social et interfèrent avec la façon dont il fonctionne au sein de l'école est très important pour l'enseignant d'éducation physique, indépendamment de leur vision de l'éducation ou l'alignement philosophique. Cette étude est de nature descriptive. Nous avons utilisé un questionnaire semi-structuré et appliquées de façon aléatoire pour plus de commodité, où les personnes interrogées ont présenté leurs vues sur le sujet d'étudeproposé. L'échantillon final comprenait 43 enseignants et les coordinateurs de sport, qui a travaillé en éducation physique, pendant la période de 1990 à nos jours. Important est toujours voir clairement la relation directe entre le sport, et plus précisément, entre la mise en œuvre des événements scolaires importants et les travaux de ce marché professionnel, ce marché en constante évolution et de transformation, une source d'angoisse et d'anxiété de l'homme moderne, qui a le Travaillez votre propre identitéd'entreprise.

MOTS-CLÉS: Jeux Sport, école, travail.

IMPACTO DE LA CAZA MAYOR EN LA ESCUELA DE EMPLEO DE LA EDUCACION FÍSICA EN PROFESIONALES SERGIPE

RESUMEN

La hegemonía dentro de la Escuela del Deporte ha sido recientemente un tema central dentro de la Educación Física, un problema que tiende a intensificarse con el enfoque de los principales eventos deportivos del mundo que se celebrará en Brasil en los próximos años. Es la intención de trabajar, de establecer una relación histórica entre el deporte y la escuela y su relación en el mercado laboral de los profesionales de la educación física. Entender este fenómeno social e interferir con la forma en que opera dentro de la escuela es muy importante para el profesor de educación física, independientemente de su visión de la educación o la alineación filosófica. Este estudio es de carácter descriptivo. Se utilizó un cuestionario semi-estructurado aplicado al azar y por conveniencia, donde los entrevistados presentaron sus puntos de vista sobre el tema de estudio propuesto. La muestra final incluyó a 43 profesores y coordinadores de deportes, que trabajó en la educación física, durante el período comprendido entre 1990 hasta la actualidad. Importante es aún ver claramente la relación directa entre el deporte y, más concretamente, entre la aplicación de los principales eventos de la escuela y el trabajo de este profesional del mercado, este mercado en constante cambio y transformación, una fuente de angustia y ansiedad del hombre moderno, que tiene la el trabajo de su propia identidad corporativa.

PALABRAS CLAVES: Juegos de Deportes, escuela, trabajo.

IMPACTO DOS GRANDES JOGOS ESCOLARES NO MERCADO DE TRABALHO DO PROFISSIONAL DE EDUCAÇÃO FÍSICA EM SERGIPE

RESUMO

A Hegemonia do Esporte dentro da Escola tem sido atualmente, tema central dentro da Educação Física Escolar, assunto que tende a aprofundar-se com a aproximação de grandes eventos esportivos mundiais que serão realizados no Brasil nos próximos anos. Constitui como objetivo do trabalho, estabelecer uma relação histórica entre Esporte e Escola e a relação destes sobre o mercado de trabalho do profissional de Educação Física. Entender esse fenômeno social e interferir na sua forma de atuação dentro da Escola é de suma importância para o professor de educação física escolar, independente da sua visão pedagógica ou alinhamento filosófico. Este estudo é de natureza descritiva. Foi utilizado um questionário semiestruturado, aplicado de forma aleatória e por conveniência, onde os sujeitos entrevistados apresentaram seu ponto de vista acerca do objeto de estudo proposto. Fizeram parte da amostra 43 professores e coordenadores de esportes, que atuaram na Educação Física Escolar, no período compreendido entre 1990 até os dias atuais. Importante ainda é perceber claramente a relação direta entre o esporte, e mais especificamente, entre a realização de grandes eventos escolares e o mercado de trabalho deste profissional, mercado este em constantes mudanças e transformações, motivo de angustias e ansiedades do homem moderno, que tem no trabalho sua própria identidade social.

PALAVRAS-CHAVE: Esporte, Jogos Escolares, Trabalho.