50 - PHYSICAL EDUCATION, THE PHYSICAL EDUCATOR AND THE MEDIA: AN INITIAL DISCUSSION

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I – INTRODUCTION

In a world that, at every moment, there are significant changes, the process of social relations and various forms of language becomes more challenging, given that our daily life is marked by the technological development of various media, creating what we call media.

In the case of social relations and media, identify individuals who are agents of this process of interaction, a dialectical perspective, which ultimately make the construction of conceptions accepted as "social standards" perishable and manipulated by the classes, usually dominant, whose accessibility is more emphatic. Thus, it is considered that, among all the artifacts available to society, perhaps the most influential, as to (re) configuration of social standards, is the media.

In the sociological perspective, the media most common media (television, radio, magazines, internet, books, cinema and theaters), have as main function to inform, educate and entertain in different ways, with content selected and developed for their specific audiences. But note that they can be used both to provide useful and important information for the population, and to alienate, determine a way of thinking, leading to certain behaviors and purchase products.

Thus, the media is a feature that, a priori, would enable greater dissemination of information, but at times, reaches a stage of "predator" of different traditional cultural events. This becomes clearer in the following quote:

Clearly, there are, the media discourse, tactics that motivate the masses to think similarly about a fact in issue, identifying it and judging it without critical thinking, accepting the speech prepared and empowered by the media (ASSIS, OLIVEIRA and MENDONÇA, s / d, p.13).

Note, the above quote, that the media has a power of persuasion that can alienate people "corrupting" its identity marked by traces of their culture or even in family relationships. That is, with the character of the culture industry, the media can "sell" patterns of behavior, products, slogans and views about different issues with a foolproof strategy that makes the individual a mere reproducer of those elements (Oliveira, 2004).

One of the most influential media tools, the Internet, now begins to occupy a place of extreme importance in a world of too much information, the most interactive of all media, but without losing the character already achieved by the media industry, where the factors as entertainment, information and advertising are inextricably linked, including the context of educators in general (PIRES, 2002).

The information media (television, internet, etc.) are increasingly gaining ground at the expense of traditional media such as books, posters, etc.. In this transition process experienced the emergence of the neologism "Cyberculture", which brings us to the idea of a new culture, a set of techniques (material and intellectual), practices, attitudes, modes of thought and values that develop along with the growth of information technology, individuals and professionals, including the Physical Educator, are involved in this "web" of symbols and meanings, (LEVY, 1999).

II - PHYSICAL EDUCATION AND THE MEDIA

Sociologically, the Academy of Physical Education, in process of formation, this phenomenon is an active participant quoted above, also fits the new ways of obtaining and transmitting information. However, when you see that this depends on the range of content available on the internet and other media resources, for research purposes, is faced with an even larger share of information that have marketing purposes, and therefore persuasive behavioral, promoters of a cultural fragmentation and (re) configuration of a new professional identity of the future, especially the teacher. In this sense, it is emphasized that:

We live in times of deep changes both in society and at school, caused, among other factors by the rapid development of information technology and communication. The teacher is no longer the only transmitter of knowledge. The student finds a set of information, sometimes very scattered on the internet, on TV, newspapers, among many other venues. (ROCHA, 2005 apud ORNELLAS s / d, p.8)

Contributing to the discussions around the theme of the quote above shows that new technologies are essential for the teacher as facilitator of knowledge, but he must have critical and analytical content of the various gifts in cyberspace (virtual world) not to become more a hostage of the media and, worst of all, influences students to be the heirs of these complex mechanisms is in the form of "identity construction", or as a tool holder to absorb content, without a critical parameter in the same building their academic productions.

Faced with this issue and making a sociological analysis in the context of Physical Education, clearly shows the importance of critical thinking and reflective as the structural element of physical education in learning in academic and social, because the teacher has significance in this context that tends to suffer changes in relationships in general, especially for the media's role in relation to the power that can influence the formation of a social actor, manipulated by the media reality, inserting here the teacher-student contact.

Through social relations, where people are "parts" key, the subject, a process of empathy with what he pleases in the media, eventually building or even have identifying features present in it. From this perspective, Hall (1998) argues that the idea of modern man in contemporary society begins to give way to another form of subject, the result of complex and diverse events, showing that thinking and attitude of individuals is of agreement, among other factors, what is conveyed by the media.

In this context, it becomes clear again, the importance of teacher performance, including physical education, to influence changes in behavior of the students, through their actions critical-reflexive, that from the dialectic, contribute to the emergence of new ways to think, plan and realize their teaching through the media that is placed either in a positive or negative.

Pereira Filho (2005) and Oliveira (2004), say that physical education is understood as a historical and sociological field of study and intervention of cultural manifestations and expressions of human motion, which justifies the intervention

competent professional, ethical and safe physical educator. This is reinforced when we launched our eyes to this educator and the media, showing that this relation is in a different and conflicting ways, with a multitude of random information, but also present themselves as academic and scientific, leaving him the critical selection of content to their students.

However, in recent years, with the design of communication and strengthening of the category system created by the Federal Council of Physical Education-CONFEF / Regional Councils-CREFSA Physical Education, the professional image of physical education as a critical contributor in the health sector, education and well-being of society, should trigger so connected with this technology today, this means involving the media, highlighting the need to construct a dialectic, sociological and media inside and outside the classroom.

To illustrate what has been discussed so far, just be aware of what happens between the media-sport. In this sense, there is also media reports that the overvaluation of certain sports idols, although all are worthy of consideration and respect. It is felt that this type of relationship, only some interest in feeding studies, by culture, by honest labor and its continuation, leaving the vain impression that it is worth investing his whole life in pursuit of these mechanisms to promote that, even achieved later, outweigh all earthly life. Note here, that we live in a consumerist world extremely well and the media often create in us the expectation of the reach of happiness through consumption, even if indirect, as the example cited here.

III-FINAL

Without the intention to exhaust the subject here and discoursed with the assurance, that constructive criticism would be aired and accepted, there is the complexity of the relationship with the media and the Physical Education and Physical Educator develops in academia, ranging from teacher-student interaction in a democratic and participatory way as the contents are and should be discussed. Moreover, it is necessary to be attentive to the evolution of the didactic-pedagogical use - or misuse - of media tools by both teacher and the student, causing a negative impact on training future educators in the field screen.

Thus, all means of transmission of digital communication with their classifications - culture, cyberculture, cyberspace, among others - must be viewed holistically, as not only negative factors they build, but also reveal digital space and territory that must be accessed with the intention of feeding the interaction between real and digital world, without losing sight of the limits of reality in the construction and (re) construction of debates that relate to teacher-student interaction, media, inserting this context the Physical Education and Physical Educator.

Besides the above context, one should highlight the sociological understanding of the media in the reserve, ie, revealing that it binds us through attachment to material things becoming easy targets of "media consumer" in a process of self-assessment needed to embark on reactions in the face of unfavorable consequences of the media, construction and (re) signification of how can and should operate in a variety of professional areas, which includes academics and physical education teachers.

In this sense, it behooves us, future teachers of Physical Education, with the help of sociology, among other disciplines, rescue and reaffirm the social significance of individuals in context in pedagogical practice, considering the cultural histories of teachers and students, their personal narratives and collective will to be democratically shared, proposing alternative learning that takes into account the dialectical interconnections and relationships that involve virtual reality and as has been pointed out so far.

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PHYSICAL EDUCATION, THE PHYSICAL EDUCATOR AND THE MEDIA: AN INITIAL DISCUSSION

ABSTRACT

The discussion on media and individuals in society is a context constantly debated in academic circles, however, necessary to make an initial discussion on the influence of the media with the academic and physical educators. The objective of this paper is to bring initial thoughts based on discussions in the discipline bringing sociology and physical education elements, although introductory screen to the debate. The methodology used was based on discussions, readings and guidance to, which ended in a thematic workshop at the University of Pará UEPA-campus XII, Santarém, on Physical Education and media. That way, there was the need for this debate in order to guide students to this dialectic process, present in media and academic life of the future primarily as a physical education teacher.

KEYWORDS: Media, Physical Education, Physical Educator.

L'ÉDUCATION PHYSIQUE, L'EDUCATEUR PHYSIQUE ET LES MÉDIAS: UN DÉBAT INITIAL
RÉSUMÉ

La discussion sur les médias et les individus dans la société est un contexte en constant débat dans les cercles académiques. Cependant il faut faire une première discussion sur l'influence des médias aux étudiants et éducateurs physiques. L'objectif de ce papier est de faire des réflexions initiales basées sur des discussions dans les matières de sociologie et éducation physique en apportant des éléments même qui d'introduction au débat en question. La méthodologie utilisée a été basée sur des discussions, des lectures et des orientations guidées qui sont terminées par un séminaire thématique de l'Université de Pará - UEPA campus XII, à Santarém, sur l'éducation physique et des médias. Ainsi, il y avait la nécessité de ce débat, à fin de guider les étudiants à ce processus dialectique présent dans les médias et la vie académique surtout des futurs professeurs d'éducation physique.

MOTS-CLÉS: Médias, éducation physique, éducateur physique.

EDUCACIÓN FÍSICA, EDUCADOR FÍSICO Y LOS MEDIOS DE COMUNICACIÓN: UN DEBATE INICIAL
RESUMEN

La discución sobre los medios de comunicación y los indivíduos en la sociedad es un contexto constantemente debatido en el medio académico, pero así mismo es necesário un debate inicial sobre la influencia de los medios de comunicación junto a los academicos y educadores físicos. De esta forma, el objetivo de este texto es traer reflexiones iniciales basadas en discuciones de la matéria sociologia y educación física trayendo elementos, mismo que introductórios para el debate en juício. La metodologia utilizada fue embasada en discuciones, lecturas y orientaciones dirigidas, que culminó en un seminário temático en la Universidad del Estado de Pará – UEPA campus XII, Santarém, sobre Educación Física y medios de comunicación. De esta forma, fué evidenciado la necesidad de este debate com el sentido de orientar estudiantes para esse proceso dialético-mediático presente en la vida estudiantil de estos, y fundamentalmente como futuro educador físico.

PALABRAS CLAVES: Medios de comunicación; Educación física; educador físico.

A EDUCAÇÃO FÍSICA, O EDUCADOR FÍSICO E A MÍDIA: UM DEBATE INICIAL
RESUMO

A discussão sobre mídia e os indivíduos na sociedade é um contexto constantemente debatido no meio acadêmico, no entanto, necessário se faz um debate inicial sobre a influência da mídia junto a acadêmicos e educadores físicos. Assim, o objetivo deste texto é trazer reflexões iniciais baseadas em discussões na disciplina sociologia e educação física trazendo elementos, ainda que introdutórios, para o debate em tela. A metodologia utilizada se baseou em discussões, leituras e orientações dirigidas, que desembocou em um seminário temático na Universidade do Estado do Pará- UEPA, campus XII, Santarém, sobre Educação Física e mídia. Desse modo, evidenciou-se a necessidade desse debate no sentido de orientar discentes para esse processo dialético-midiático presente na vida acadêmica destes e fundamentalmente enquanto futuro educador físico.

PALAVRAS CHAVE: Mídia; Educação Física; Educador Físico.