116 - SPORT CHARACTERISTICS AND ITS RELATIONSHIP WITH A SPORTING PUBLIC OFFER AND SOCIAL SPORTING PROJECTS

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INTRODUCTION

In Brazil, according to the 1988 Federal Constitution, the sport is perceived as a social right. However, what really is this sport and how it should be offered are issues that disturb the discussion about it.

It is known that the sporting public policies in the country are commonly assessed by a quantitative character, or in other word, by how many people are being met. But still there are no relevant studies of a qualitative assessment, that is, as these people are being met (Molina, 2007).

The "how" seems, in national public policies, not as important as "how much." This fact is clear from research that formed the basis for forwarding this article. Such research concerns the dissertation written by this author, defended in 2008, and concerns the participation of municipal government in setting up the structure of base basketball in the city of Curitiba.

At that time, it was identified that the city council of that municipality developing specific actions for the promotion of basic basketball without their actions provide a sports development of the population, since the programs did not have a beginning, middle and end consistent with the idea of a democracy or even a mass sport.

This is because the programs offered, although they were open to the juvenile population in general, did not address the possible expectations demanded by sports practitioners or created by the programs, allowing the practitioner's contact with the modality in question, but its insertion in the sports field, a time which failed to provide a referral in accordance with the needs and/or the evolution of the technical level of each. That is, the program offers an initial practice, a contact sport, but did not allow the practitioner inserting even more in the sporting context, according to its evolution within the sport. This discrepancy between offer and demand was also identified by Zaluar (1994), Melo (2005), Deccache-Maia (2006) and Molina (2007).

Although the research has been devoted to basketball, it was realized that the programs offered by the city were common to other modalities offered, allowing it to conclude that public programs, in general, did not promote the base sport.

That work, though, was identified that the sport of base presents some peculiar characteristics, which can not be separated from practice, in whatever context is the offer. When such characteristics are neglected, the offer is not closer to its goal of promoting the sport as a social right. In the case of sports basic features found and defended because they are at that moment the most cited in the literature about and empirical research were: formality, specialization and competition.

Thus, this article seeks to identify, even momentarily of a theoretical way, some features relevant to the sport as a whole, which could serve as a beacon for the framework of the sport among bodily practices, and categorized in a way that could form the north to establish an effective public service structure in relation to the sport. That is, this article seeks to define conceptual categories of the sport, and later, at another time, set up categories for structural analysis of athletic programs.

DEVELOPMENT

The sport as a phenomenon with so many meanings, may be appropriate for every practitioner of a different way. Historically different concepts were developed about them, especially in its relationship to social reality.

One is found in national legislation, which brings the idea that the sport must be guaranteed as a right when it takes character of leisure or school participation, and should be encouraged when it assumes the character of high performance (BRAZIL, 1998).

This sport design conceptualized by different "manifestations" preconceived, is widespread in the national context, but fails to consider other possibilities within sport, as base sport, social sport, the difference between school sport competition and physical education I school, among others.

On the other side are those who understand that the sport takes on a hegemonic character in any social environment in which it is found. This hegemonic character as regards the characteristics of high performance sport, and any sport would be corrupted by a high degree of training, the systematization by excessive competitiveness and consequent exclusion of less fit and an overestimation of those who only gets highlighted (BRACHT, 2011).

In fact, as stated Mezzadri (2000), to the Federal Constitution of 1988, the sport of income had been prioritized by the national and regional public policies. After the promulgation of the new constitution, a new look has been released about the sport, and your offer has to be democratic contemplated above or jointly to the performance sport. However, at this point began a great debate: what is the value of sport in the midst of society and how it should be used?

If, by then, the sport was an activity in itself, which sought the training of athletes, after which activity began to be used as a means to achieve other purposes, such as social and educational, for example. The problem is precisely to understand that even if used for other purposes, the sport should be respected to allow the entry of practitioners in the sports field. The end of the offer can be social or educational, but the demand of the practitioners is sporting.

Sobral et al. (2002) identified that there are many reasons why the population of children and youth to get involved in sports, but none of these reasons is related to the search for escape from social violence (speech used by public agencies, as stated Linhales, 2001) or to acquire educational values. Thus, if the objectives of demand are sports, there is no reason that the offer does not meet the demand believing that the mere fact that the practitioners are there, is enough to satisfy them, regardless of the quality of offer.

Based on this reasoning, one comes to the other side of the theoretical understanding of sport. That means that the sport is a phenomenon with many meanings, because it presents itself differently in each context, but has at the same time, common characteristics (GAYA and Torres, 2004).

The sport thus does not have characteristics that are malevolent to the practitioners, even as each one will be inserted in its own way in the process. For example, "school sports" found in a school can be quite different from the "school sports" found in another. While in one school, the practice can be quite competitive and focused on team building games (and there may be practitioners who do not have much interest in the competition), on the other, the practice has character formation and physical

education, without worrying well with results in comparisons with other schools (and there may be practitioners who are dedicated to the most practical, being more competitive).

Currently, studies on the pedagogy of the sport has left more than clear that there are procedures for sports education and training, denoting both a training for the sport (sporting formation by itself), and training through sport (social and educative formation) (REVERDITO and SCAGLIA, 2009).

Why, then, does not offer sports in the most correct as possible, as pointed out by educators cited the sport? And why not think of mass or democratization of the sport looking for a sporting formation, which trains athletes and at the same time, does not exclude those who like sports, but can not, can not do or do not want to become athletes?

It is quite clear that a good offer of sports is not exclusive, nor for a great performance excessive or insufficiently, if they respected the general principles of teaching and practice opportunities, according to the possibilities of each practitioner.

This would be the expected pedagogical action and not an act of imposing an offer that does not consider the demand or an offer that is abstracted from any responsibility and leaves the definition of actions that befall the demand, as in many cases of projects / programs social sports and physical education in itself.

Paes (2002) called lax safety procedures, such as almost sporting practices, other than the sport itself, because they do not provide continuity for practitioners and do not consider some of the features relevant to the sport, regardless of the context where it is inserted.

Canan (2008) found that the adoption of a theoretical training methodology and its practical application is not what happens, especially in the sporting public services, which are based on a social discourse and redeemer of the sport, without, however, reveal that simply offer a almost sporting practices are not sufficient to meet the demands of practitioners, nor has any use against social ills such as violence, vandalism and contact with illicit drugs, for example.

Moreover, it is very clear in the academic physical education, the parallel between sport itself, as beneficial in itself, for meeting social expectations of the natural human being - the practice fun, the pleasure of play (Huizinga, 1971) ; the excitement of the game awakens (Elias and Dunning, 1992), the relationship with their bodies and their identification and social self-affirmation through this pathway (Bourdieu, 1983, 2004) - and the families that come, as the possibilities social interaction, motor development and cognitive, axiological and attitudinal development, among others.

However, such possibilities are only confirmed in a bid where there is effective participation and referral appropriate methodological work, with a beginning, middle and end, awakening the will of the practitioner and reflecting on his increased involvement.

There does exist a possibility of a practitioner to become more involved with this sport and less reality with the reality of social ills, yet it is impossible to date, if you assign a cause-effect relationship between sports practice and detachment of youth violence social (LINHALES, 2001; MURAD, 2009).

And help to combat social ills, offers not replace other means of social rights such as education, culture and health, as in many public policy and social sports projects (LINHALES, 2001; ZALUAR, 1994).

Thus, it is understood that the sport is not good or bad in itself, but rather is defined by certain characteristics that are its peculiarities, and that, once neglected, may make the process of practice, could be worse than. These characteristics serve as a parameter for a qualitative assessment of offer and allow the inclusion of the practitioner in the sports field, which is the main objective of public policy a sport or social sports projects. Only with the actual insertion on the sports field, is that the practitioner will be enjoying the right granted to it and creating opportunities for distance of social “illegal” or pernicious fields.

A offer of sports, so it must be presented with a beginning, middle and end (sporting formations), leading practitioners, categories of practical possibilities, such as those already identified by the present author (2008) - specialization, formality and competition – and that identified by Gaya and Torres (2009) - regulation, performance and competition body - the latter consensus among the studies referenced.

Thus, it follows that the first category or characteristic cited is regulation, as suggested by Gaya and Torres (2004) and understand how to differentiate the sport compared to other body practices, especially the game. In addition, it features a sport over the other.

The second feature is also used by Gaya and Torres (2004) considers the corporal performance as an inseparable part of the sport. According to the authors, regardless of ownership of each person, in every possible sporting event, the performance will be present.

Obviously, in some manifestations of the sport, this performance will be more exaggerated than in others. Usually, the desired performance and/or expected, it is possible, self-referential and not a comparative performance and mandatory.

The third category is the competition. It appears sometimes controversial because many authors believe that it can present itself evil precisely because a recovery of the winners and losers of exclusion.

However, the literature of the field is increasingly united in understanding the competition not as an exclusionary process, but as a natural process to sport and society as a whole (MURAD, 2009). If there is some misunderstanding regarding the competition, this is the way the agents to lead and not in essence. What should be considered is that both victory and defeat must be relativized. In sport leisure competition will be valued less than in high performance sport, for example.

The fourth category to be considered is the specialization, because the sport demands the need to perform specialized functions in every situation, even momentarily (Canan, 2008). The specialization also may be in a sporting modality, in some kind of test when individual sport or specific function when team sport.

This skilled practice is commonly accompanied by formality, the fifth category identified. Canan (2008), treats this formality as the sport surrounded by a teaching-learning-training and/or participation in formal competition, even of a friendly character. This category, however, is the only one that can not be found when the ownership of the sport is by way of recreation, in an informal way.

CONSIDERATIONS

Obviously, the sport as an object of study of social sciences, still "crawls", since its approach in this light is quite recent compared to other social events such as religion, politics, culture and education, for example (MURAD, 2009).

However, a first step to be taken, seems to be to define what is effectively the sport. Bourdieu (1983, 2004), treats this phenomenon as a specific social field, which is characterized by peculiarities that differ from other social fields, but allows still many interpretations and appropriations.

This diversity allows the use of sport by dichotomous ways of offer and demand, respectively. Such dichotomies require a need to mark out certain categories of analysis, so it can approach a consensus on how a public institution and/or social must offer the sports as the right that it is.

Overall, it is possible to identify briefly and without order conclusively that some categories - in this case, regulation,

performance body, competition and specialization and formality - can be used to define a body activity that aims to effectively sports, guarantor of the formative potentialities offered by the sport.

The knowing of these categories can allow the adequacy of public programs and social projects methodologies to ensure the sporting offer with a beginning, middle and end, allowing not only the democratic service to as many practitioners as possible, but also and mainly care quality and the consequent answer for the necessities of practitioners.

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SPORT CHARACTERISTICS AND ITS RELATIONSHIP WITH A SPORTING PUBLIC OFFER AND SOCIAL SPORTING PROJECTS

ABSTRACT

In the case of sports policies, actions commonly identified are the services offered by the own public sphere, and the services offered by social sports programs, developed by private non-profit companies and funded by the public can. In these offerings, it is possible to see the evaluation of such actions by a bias mostly quantitative, seeking to serve a larger number of inhabitants, but worrying too little about the quality of service, as if the simples offer of sports, regardless of what it is done effectively, it was enough. This article aims to thereby start a discussion about a possible definition of structural categories on the concept of sport, which could serve as a basis for the offer of sports meet quantitative and qualitative demands. It was identified that way, even starting in a way that the offer of sports can be analyzed and based on five categories: regulation, body performance, competition, specialization and formality. An offer of sports that do not consider these categories would be insufficient to fulfill their purpose of ensuring the sport as a social right, since it would not be meeting the demands of practitioners, raised by his own sports nurtured.

KEYWORDS: sports, public policy, social sports projects.

CARACTERISTIQUES DU SPORT ET DE SA RELATION AVEC UNE OFFRE SPORTIVES PUBLIQUE ET PROJETS SPORTIVES SOCIAUX

RÉSUMÉ

Dans le cas des politiques sportives, les actions couramment identifiés sont les services offerts par la sphère très publique, et les services offerts par les programmes de sport social, développés par des entreprises privées à but non lucratif et financé par le public peut. Dans ces offres, nous pouvons voir est l'évaluation de ces actions par un biais essentiellement quantitatifs, qui cherchent à sert un plus grand nombre d'habitants, mais inquiète aussi peu de choses sur la qualité du service, comme si le simple offrent d'activités sportives, indépendamment de ce il est fait de manière efficace, il a été suffisant. Cet article vise à démarrer une discussion à ce sujet une possible définition des catégories structurelles sur le concept du sport, qui pourrait sert à bas pour le offrent de sports répondre aux exigences quantitatives et qualitatives. Il a été identifié de cette façon, même à partir d'une manière que le offrent de sports peuvent être analysés et basée sur cinq catégories: la réglementation, la performance du corps, de la concurrence, la spécialisation et la formalité. Un offrent de sports qui ne considèrent pas ces catégories seraient insuffisants pour remplir leur objectif d'assurer le sport comme un droit social, car il ne serait pas répondre aux demandes des praticiens, élevé par sa propre sport nourri.

MOTS-CLÉS: sport, politique publique, sociale projets sportifs.

CARACTERÍSTICAS DEL DEPORTE Y SU RELACIÓN CON UNA OFERTA DEPORTIVA PÚBLICA Y PROYECTOS DEPORTIVOS Y SOCIALES

RESUMEN

En el caso de las políticas deportivas, las acciones comúnmente identificadas son los servicios ofrecidos por la propia esfera pública, y los servicios ofrecidos por los programas de deporte social, desarrollados por organizaciones privadas sin fines de lucro y financiada por el público. En estas ofertas, que podemos ver es la evaluación de dichas acciones por un sesgo cuantitativo en su mayoría, tratando de servir a un mayor número de habitantes, pero muy poco preocupado acerca de la calidad del servicio, como si la mera oferta de los deportes, independientemente de lo que se haga efectiva, que era ya suficiente. En este artículo se pretende iniciar con ello una discusión acerca de una posible definición de categorías estructurales en el concepto de materia, que podría servir de base para la oferta de los deportes de satisfacer las demandas cuantitativas y cualitativas. Fue identificado de esa manera, incluso a partir de tal manera que la oferta de los deportes pueden ser analizados y en base a cinco categorías: la regulación, el cuerpo de rendimiento, la competencia, la especialización y la formalidad. Una oferta de deportes que no tienen en cuenta estas categorías sería insuficiente para cumplir con su propósito de garantizar el deporte como un derecho social, ya que no sería satisfacer las demandas de los profesionales, criado por sus propios deportes nutrido.

PALABRAS CLAVE: deportes, política pública, los proyectos de deporte social.

CARACTERÍSTICAS DO ESPORTE E SUA RELAÇÃO COM UMA OFERTA ESPORTIVA PÚBLICA E PROJETOS SOCIAIS ESPORTIVOS

RESUMO

Ao se tratar de políticas públicas esportivas, as ações comumente identificadas são os serviços ofertados pela própria esfera pública, e os serviços ofertados por programas sociais esportivos, desenvolvidos por instituições privadas sem fins lucrativos e financiados pelo pode público. Nestas ofertas, o que se percebe é a avaliação de tais ações por um viés majoritariamente quantitativo, buscando-se atender um maior contingente populacional, mas preocupando-se muito pouco com a qualidade do serviço prestado, como se a simples oferta esportiva, independentemente daquilo que efetivamente é feito, já fosse suficiente. Este artigo teve por objetivo, dessa forma, iniciar uma discussão a respeito de uma possível definição de categorias estruturantes sobre o conceito de esporte, que pudessem servir de base para a oferta esportiva atender demandas quanti e qualitativas. Identificou-se, dessa forma, ainda de uma maneira inicial, que a oferta esportiva pode ser analisada e pautada em cinco categorias: a regulamentação, o rendimento corporal, a competição, a especialização e a formalidade. Uma oferta esportiva que não considerasse estas categorias estaria sendo insuficiente para cumprir sua função de garantia do esporte como direito social, uma vez que não estaria atendendo às demandas dos praticantes, suscitadas pela própria prática esportiva oportunizada.

PALAVRAS-CHAVE: esporte; políticas públicas; projetos sociais esportivos.