01 - LEGACY SPORTS EDUCATION, AND PHYSICAL EDUCATION IN BRAZIL MEGA SPORTS EVENTS

ANDRESSA PELOI BERNABÉ
PROF. DR. FERNANDO AUGUSTO STAREPRAVO
University of Maringá, Maringá, Paraná, Brazil
Graduate Program in Physical Education Associate UEM-UEL
andressa.bernabe@hotmail.com

In Brazil, especially in the current decade, there has been an increase in representative studies and productions about sports mega-events. This increase is especially the realization of mega sporting events that will be hosted in the country, the World Cup in 2014 and the Olympic and Paralympic Games in Rio de Janeiro in 2016.

The mega events as well as their relationships and circumstances are considered "fertile field of research complex and paradoxical social relations of modern society." (ALMEIDA; Mezzadri; MARCHI JR., 2009, p.181). So numerous are the possibilities of scientific research in different fields of knowledge, and the Physical Education of these large areas. In conjunction with this area, numerous factors can be studied, such as tourism, media, education, social management, financial and structural environment, culture, and many other possibilities that the legacy of mega-events can establish. Legacies are here considered all aspects that result in benefits and opportunities to the population having the character of heritage, as stated Villano and Earth (2008, p.104), the "[...] towards a lasting and positive legacy. Such inheritances come from impacts caused by different actions that can change in nature as time goes on. ". Thus congregate defining legacy of social, cultural, economic, structural and environmental.

Before starting the discussion about the legacy left by the sports mega-events, it is necessary to establish a conceptual approach of the term. Among the literature on the subject (DaCosta, 2008; HORNE, 2007; ROCHE, 2000; CHAPEL, 2006; RUBIO, 2007, among others), mega sporting events are characterized as having global reach, requiring structures and funding for that such events occur. The addition of the prefix mega is justified because they are cultural and sporting events of colossal size. They are great inventions created by scientific and technological advances, resulting from the great boom of globalization, admitted from a "transformation of sport" (ALMEIDA; Mezzadri; MARCHI JR, 2009, p. 178) - previously considered only as activities systematized character competitive replaced by features great performances. The World Cup in 2014 and the Olympic and Paralympic Games in 2016, which will be held in Brazil, are considered to have mega markets and global media, with private and governmental organizations and entities - agents that have organizational capacity and funding (ALMEIDA; Mezzadri; MARCHI JR, 2009). These events as points Santin (2009, p. 334) have the "ability to mobilize millions of people in all countries regardless of culture, age, ideology or social level," with the sport character socializing with universal participation in a direct or indirect . This is one of the legacies of social character, which can be mega. But just to host events to huge sizes already contributes to the full development of a positive social legacy of character to society? The answer to this question seems obvious, since a mega event by itself does not establish only positive legacy to society. The negative aspects should also be considered and discussed.

When discussing the topic of the legacies of sports mega-events, especially by the media, there is a centrality in matters of infrastructure materials. So are considered only legacy materials, physical inheritance, spending and discussions: how many sports facilities will be built, as will be renovated airports, how to rethink public transportation and security in the host cities, among other examples that clearly demonstrate the structural concern. Also occur in scientific discussions of legacy materials, structural character, but there is an attempt to find positive aspects in relation to mega contemplating legacies immaterial, but the publications relating to such propositions are still scarce.

Among the legacies immaterial highlights the contribution of mega sports events in education, especially in physical education, as a discipline that comes directly from discussions about the sport, body practices and physical development. The school is an important ally in this process so that the legacy of the sport is left in an integral manner, contributing to the livelihoods of people. As stated Filgueira (2008, p.71), "In school we present the first in a playful notions of bodily sports activities, we can start sportingly children and adolescents and even oportunizar access to sports [...]." Filgueira (2008) also points out that the sport developed from an early age in schools, leads the individual to understand the importance of physical activity in your life.

In order to contribute to these intangible legacies as well as materials in Brazil, the federal, state and local governments are mobilizing to record the heritage that may be for the country. As this order was released the Legacy Books 2016 by the Ministry of Sports after Olympic Committee's choice in having to host the Olympic and Paralympic Games in 2016 the city of Rio de Janeiro. In these notebooks, two axes were chosen to guide the legacy being the first "social inclusion, youth, sport and education," and the second "urban regeneration and environment." Among the first axis of legacy, where we can find greater emphasis intangible legacies, there is the assertion of programs and Second Time Over Education. These programs would be strong allies for teachers of physical education to develop students with aspects relating to educational sports legacies. However, such programs can not be the only strategy used for the dissemination of this legacy, it does not reach all public school students in the country, not to mention that also does not reach private schools.

Besides the recognition of these programs and projects of the government, as is assured the educational sporting legacy of the Olympic and Paralympic Games, which will be mega events held in Brazil in 2016? Faced with this question the main objective of this study is to explore the expectations of educational sporting legacy and possible strategies of Physical Education to certify such a positive legacy of the population.

In proviso states that the study is guided in the Olympic and Paralympic Games in 2016 due to the characteristics of these mega-events, such as highest number of sports and therefore more likely to ensure the legacy in question through physical education. Thus, thinking about how to cover a large portion of the population that can not make use of structures, facilities, sports investments in favor of the Olympics, we present the concept of educational sporting legacy. This concept has the feature to develop a sporting culture, using the completion of mega sports events in the country in 2016, as well as the opportunities that may open due to the wide dissemination, governmental and political interests involved. Aiming to go beyond the legacies and structural materials that can not be made available to the entire population, are backing a legacy character immaterial, being developed with mutual partnerships in the short, medium and long term, before and after the Olympics.

THE LEGACY SPORTS EDUCATION AND PHYSICAL EDUCATION

In asking about the sporting legacy of education, we can not think that only structures and sports complexes are sufficient to develop a sporting culture in the population and, as stated Souza Júnior and Marchi (2010), with a guise of "speech Salvationist sport," social transformation in character. It is necessary to go beyond,

> [...] To build a culture of access to high culture is necessary, first and foremost, the agents develop a sense of judgment and aesthetic appreciation for that actually consume and enjoy, eg, artistic and sporting codes inherent in certain circumscribed practices. This sense of judgment and appreciation, in turn, can only be built through work and back reflective agents about themselves and, in this regard, the academic institution has, or at least should have, a key role and, above all, committed. (SOUZA; MARCHI JR, 2010, p. 252).

To create this sense that the authors said, and consequently reach the sporting culture, the government should invest in schools, through policies and projects relying mainly with the role of Physical Education, as a fertile field in this thematic dealing directly with the sport. Thus the sport can be a mobilizing factor for this reeducation.

Faced with the Olympic Games in 2016, the media refers to as Physical Education "base of the pyramid sport", where one seeks to find highlights of sports talent among students (BETTI, 2009, p.20). This view undermines the rehabilitation to be achieved, making physical education only one way for professional sports, limiting the broad field of knowledge that can be offered to students. The Physical Education based pyramidal refers to the sports model which defined the area in the 1970s and 1980s in the country, as stated by Betti (2009, p. 18), always responding "to the needs and interests of each time / space history."

Following this logic, this trend dominate the sport in physical education starts during the military dictatorship that instaurava - with the school system - principles relating to discipline and hierarchy, and physical fitness to maintain a society obedient, submissive and disciplined. In the 1970s in Brazil, the sport wins centrality in Physical Education influenced by two factors, namely: Pedagogy Technicist where "assumptions that arise from design pedagogy of scientific neutrality and reinforce the principles mentioned in the more general process school work, making it objective and rational. "(CASTELLANI SON et al., 2009, p.54), and the Generalized Method of Education Sport. This method, as stated Caparroz (2005) was distributed in Brazil by Auguste Listello due to high receptivity of the physical education teachers. This way the sport is being spread throughout the country with strong European features, and as pointed Son Castellani et al. (2009), to influence the school system merely through the basements of a sporting institution geared to income, strict regulations, streamlining techniques, competition, among others.

Even with the broadcast of sport in physical education, lack of resources, infrastructure, the "pyramid model" aimed at training athletes not progressed, as stated Betti (2009, p. 21):

> Moreover, the Brazilian school has no historical tradition or human resources or infrastructure to be thought of as the center or base of training athletes, as some politicians crave. Hence the failure of the "pyramid model" Physical Education / Sport conceived during the military governments between the 1970s and 1980 in Brazil.

The role of physical education in schools is to summarize the training of athletes, lying unconscious and limited, which is among the goals established by both the school and the discipline of Physical Education students in full form. According to Son Castellani et al. (2009), the role of schools is to take scientific knowledge adapting it to student understanding, through a methodological treatment for this knowledge to be developed and reflected by the students, for this: "It is essential to create conditions of its transmission and assimilation. Mean dose and sequence this knowledge so that the student go to master it. "(CASTELLANI SON et al., 2009, p.31). Being specific in Physical Education, among this context the role of the school, we understand that discipline should be guided in the perspective of physical culture to develop in students an understanding and reflection on knowledge and form of bodily expression of man in society , and example of these games, dances, fights, sports, among others. The teaching of physical culture, understood here as the object of study of Physical Education, is justified in that it uses man's body language as a language in its social relations, so it should be encouraged and developed in schools (CASTELLANI SON et al. 2009).

Thus, developed according to the understanding of physical culture, sport in Physical Education can enable numerous benefits to students, including cooperation in capacity development action; important ally for the development of motor skills and activities of daily living; helps with social dimension enabling interaction and communication; offers numerous possibilities to contribute to the health and well-being (WORKING GROUP EDUCATIONAL UFPe - UFSM, 1991).

Through educational sports legacy, bet on the possibility of using sport as an educational tool in Physical Education, with the aim of developing and working with students before, during and after the Olympic Games in 2016, relevant themes, making Games, "even telespetacularizados," "ally, not an enemy" (BETTI, 2009, p. 22). Thus, the contents sport can gain ample scope for intervention by relating the culture of the sport body with sub-themes highlighted by the completion of mega sports events, such as the relationship of the media with the sport and the sport teleshow this sense, the body, health and beauty standards; sedentary lifestyle and diseases related to the lack of sports and physical activities; discussions on ethics and values in sport; introduce students to sports and sports that is not part of their daily life, among many other possibilities. The Olympic Education presents as proposed for this development work of educational sporting legacy, as it seeks to thematize values related to sports universe, so the school environment to engage in deep learning with active discussions. Olympism and Olympic Education offers a "set of pedagogical and philosophical values of the Olympic Movement" (Rubio, 2010, p.22) seeking to guide the actions of all involved, through principles and values.

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Through the Olympic Games in Brazil based in the city of Rio de Janeiro in 2016, we conclude therefore that physical education should enjoy these as a mechanism to attract attention and interest of students, seeking to use the media as an ally to develop in students the identification and coding of this theme.

Physical Education, having as object of study culture body and therefore be linked directly to sports and sports - key point of the Games - is to ensure and contribute to the future educational legacy of sporting mega-events.

We believe that this study has an introduction, therefore, point to the need for further studies and research that contributes to the development of sports educational legacy.

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Rua Henrique Dias, número 170, apto 403
Zona 03, Maringá/Pr – Brasil - CEP: 87050-200

LEGACY SPORTS EDUCATION, AND PHYSICAL EDUCATION IN BRAZIL MEGA SPORTS EVENTS
ABSTRACT

The present study sought to explore expectations for educational and sporting legacies possible strategies of Physical Education to provide such legacy forward the realization of mega sporting events Olympics and Paralympics in Brazil in 2016. Megaeventos has a cultural and sporting legacy with colossal size and how all aspects that result in benefits and opportunities to the population, and character inheritance. Faced with this issue the federal government launched propositions highlighting the assertion of programs and Second Time Over Education, which would be strong allies for the physical education teachers develop aspects related to this legacy, but we understand that can not be the only strategy, limited reach because a portion of the Brazilian population. The goal, therefore this study aims to explore the expectations to ensure educational sports legacy. Thus, we consider necessary to carry out interventions in schools for physical education in order to seize the moment of growing interest of society in the mega sports events to enhance the education of students, arousing criticism about major events that reverberate throughout Brazilian society . Moreover, educating citizens who understand the values associated with the sport and the importance of daily practice and systematized the same for their quality of life and personal development. We understand that the development of educational sporting legacy should be appropriate for Physical Education, seeking to develop a sporting culture and education based on Olympic values that not only focuses on the training of professional athletes but an integral formation of students through the bias of schooling.

KEYWORDS: Educational Legacy Sports, Physical Education, Sport Mega Events.

LEGACY SPORTS ÉDUCATION ET ÉDUCATION PHYSIQUE EN GRANDS ÉVÉNEMENTS SPORTIFS BRÉSIL
RÉSUMÉ

La présente étude visait à explorer les attentes des héritages éducatives et sportives stratégies possibles de l'éducation physique pour assurer l'héritage de tels énoncés à la réalisation de méga-événements sportifs olympiques et paralympiques au Brésil en 2016. Megaeventos a un héritage culturel et sportif avec une taille colossale et comment tous les aspects qui se traduisent par des avantages et des opportunités à la population, et à l'héritage caractère. Face à ce problème, le gouvernement fédéral a lancé des propositions mettant en évidence l'affirmation de programmes et la deuxième fois en matière d'éducation, ce qui serait de solides alliés pour les professeurs d'éducation physique développer les aspects liés à cet héritage, mais nous comprenons que ne peut pas être la seule stratégie, portée limitée, car une partie de la population brésilienne. L'objectif est donc cette étude vise à explorer les attentes afin d'assurer l'éducation héritage sportif. Ainsi, nous considérons nécessaire de procéder à des interventions dans les écoles pour l'éducation physique dans le but de saisir l'occasion d'un intérêt croissant de la société dans les méga événements sportifs pour améliorer l'éducation des élèves, qui suscitait les critiques sur les événements majeurs qui se répercutent dans toute la société brésilienne . En outre, l'éducation des citoyens qui comprennent les valeurs associées au sport et à l'importance de la pratique quotidienne et systématisé la même chose pour leur qualité de vie et le développement personnel. Nous comprenons que le développement de l'éducation héritage sportif doit être adapté à l'éducation physique, en cherchant à développer une culture sportive et l'éducation basée sur les valeurs olympiques que non seulement met l'accent sur la formation des athlètes professionnels, mais une formation intégrale des étudiants par le biais de la scolarisation.

MOTS-CLÉS: Sport héritage éducatif, éducation physique, événements sportifs Mega.

LEGACY DEPORTES EDUCACIÓN Y EDUCACIÓN FÍSICA EN BRASIL ACONTECIMIENTOS DEPORTIVOS
RESUMEN

El presente estudio buscó explorar las expectativas de los legados educativos y deportivos posibles estrategias de educación física para proporcionar tal legado adelante la realización de mega eventos deportivos de los Juegos Olímpicos y Paralímpicos de Brasil en 2016. Megaeventos tiene un legado cultural y deportivo con un tamaño colosal y cómo todos los aspectos que se traducen en beneficios y oportunidades a la población, y la herencia de caracteres. Frente a este problema el gobierno federal puso en marcha propuestas que destacan la afirmación de los programas y por segunda vez sobre la Educación, que serían aliados fuertes para los profesores de educación física desarrollan aspectos relacionados con este

legado, pero entendemos que no puede ser la única estrategia, alcance limitado, porque una parte de la población brasileña. El objetivo, por lo tanto, este estudio tiene como objetivo explorar las expectativas para asegurar legado deportivo educativo. Por lo tanto, consideramos necesario llevar a cabo intervenciones en las escuelas de educación física con el fin de aprovechar el momento de creciente interés de la sociedad en los acontecimientos deportivos para mejorar la educación de los estudiantes, despertando las críticas sobre los principales acontecimientos que repercuten en toda la sociedad brasileña . Por otra parte, la educación de los ciudadanos que entienden los valores asociados al deporte y la importancia de la práctica diaria y sistematizada las mismas para su calidad de vida y desarrollo personal. Entendemos que el desarrollo del legado deportivo educativo debe ser apropiado para la Educación Física, tratando de desarrollar una cultura deportiva y la educación basada en los valores olímpicos que no sólo se centra en el entrenamiento de atletas profesionales, sino una formación integral de los estudiantes mediante el sesgo de la escolarización.

PALABRAS CLAVE: Deporte educativos heredados, Educación Física, los grandes eventos deportivos.

LEGADOS ESPORTIVOS EDUCACIONAIS, A EDUCAÇÃO FÍSICA E OS MEGAEVENTOS ESPORTIVOS NO BRASIL

RESUMO

O presente estudo buscou explorar expectativas em relação aos legados esportivos educacionais e possíveis estratégias da Educação Física para proporcionar tais legados frente à realização dos megaeventos esportivos Jogos Olímpicos e Paralímpicos no Brasil em 2016. Megaeventos possui caráter cultural e esportivo com porte colossal e legados como todos os aspectos que resultam em benefícios e possibilidades à população, tendo caráter de herança. Frente a esta temática o governo federal lançou proposições destacando-se a asseveração dos programas Segundo Tempo e Mais Educação, que seriam fortes aliados para que os professores de educação física desenvolvam aspectos referentes a este legado, mas entendemos que não podem ser a única estratégia, pois atingem uma parcela limitada da população brasileira. O objetivo, portanto deste estudo, visa explorar expectativas para se assegurar o legado esportivo educacional. Desta forma, consideramos necessária a realização de intervenções no âmbito escolar pela Educação Física de modo a aproveitar o momento de interesse crescente da sociedade nos megaeventos esportivos para aperfeiçoar a formação dos alunos, despertando a criticidade acerca de grandes eventos que repercutem em toda a sociedade brasileira. Além disso, formar cidadãos que compreendam os valores relacionados ao esporte e a importância da prática cotidiana e sistematizada do mesmo para sua qualidade de vida e desenvolvimento pessoal. Entendemos que o desenvolvimento do legado esportivo educacional deve ser apropriado pela Educação Física escolar, buscando desenvolver uma cultura esportiva baseada na educação e valores olímpicos que não se centra apenas na formação de atletas profissionais e sim numa formação integral dos alunos pelo viés da educação escolar.

PALAVRAS-CHAVE: Legado Esportivo Educacional, Educação Física, Megaeventos Esportivos.