110 - THE INTERVENTION OF THE PROFESSIONAL PHYSICAL EDUCATION IN SOCIAL PROJECTS WITH EMPHASIS ON SPORT

TIBÉRIO MACHADO[1,2]
ANGELO VARGAS[3,2]
1 - Universidade Iguaçu – UNIG – Rio de Janeiro/RJ
2 - Laboratório de Estudos da Cultura Social Urbana – LECSU – Rio de Janeiro/RJ
3 - Universidade Estácio de Sá – UNESA – Rio de Janeiro/RJ
tiberiojose@gmail.com

INTRODUCTION

At the heart of contemporary brazilian society, a way of fostering sport became famous for expressing characteristic primordial the social aspects, achieving significant visibility and awareness, especially for acting between the layers of the needy population and are more vulnerable to involvement with the situations considered degrading.

However, it should be noted that the practice of sport in the context of social projects had the peculiarity of being guided and conducted by Physical Education Professionals, which in the Federative Republic of Brazil, are professionals who lawfully possess the legitimacy of expertise in this area of human knowledge since they are the holders of scientific and technical knowledge.

SOCIAL PROJECTS WITH EMPHASIS IN SPORTS: A GROWING REALITY IN BRAZILIAN SOCIETY

The social projects with an emphasis in sports emerged in Brazilian society in the 80s, especially in the problematic consequences brought within society. Aiming to provide social benefits for those involved, such projects have emerged with the aim of promoting social change, always keeping the sport as a fundamental strategy, besides presenting a duration lasting and continues in his actions. It should be noted that this type of initiative originated in parallel with other implementations social programs that were developed during the occasional 70's and which sought to mitigate the concerns of the poor, being promoted mainly by the private sector. (ZALUAR, 1994).

The sport throughout history demonstrated the capacity to be a means to meet human needs and aspirations, being asked again in today's society with the purpose of assisting in the resolution of social problems that affect the poor majority. In his teachings, Tubino (2001, P. 10) asserted the importance of sports in social standpoint, presenting her nurturing can promote the spread of a range of evaluative positive precepts of paramount importance to human life:

> "... o esporte é como um instrumento fundamental no auxílio ao processo de desenvolvimento integral das crianças, dos adolescentes e dos jovens; respeitando as experiências e expectativas individuais, democratizando o acesso a espaço esportivo, valorizando o esporte como complementar a técnica de saúde preventiva, incutindo valores éticos e sociais, resgatando a cultura esportiva."

An important moment and that contributed to the growth of the sport and consequently social projects related to sports, reference the promulgation of Article 217 of the Constitution of the Federative Republic of Brazil on october 5, 1988. The cited provisions celebrates following text: "... é dever do Estado fomentar práticas desportivas formais e não formais, como direito de cada um."Therefore, it became imperative to government participation in disseminating and fostering sports in the country, especially in the three dimensions of social sport envisaged in the said legal provision: sport participation, sport education and sport performance. (BRASIL, 1988).

For the last, it should be noted that in the cosmos of sports management and conduct of activities, as well as the form of fomentation are crucial for achieving the objectives desired. In this universe, the actions of the Professional Physical Education signified an important strategy for consolidating dissemination sportive in today's society, especially in the case of social projects, which are located mostly in areas with undeniable characteristics of social degradation, require a professional performance qualified and versatile, with a view to meet the needs of the public attended. (MACHADO; VARGAS, 2012).

THE "LOCUS" OF THE PROFESSIONAL PHYSICAL EDUCATION: A HISTORICAL SKETCH

The trajectory recognition and consolidation of Professional Physical Education, occurred concomitant appreciation and recognition of the importance of sports in society. In 1970, the Federation Internacionale D` Education Physique- FIEP, through the World Manifest Physical Education recognized the importance of this area of human knowledge, defining it as: "O Elemento de Educação que utiliza, sistematicamente, as atividades físicas e a influência dos agentes naturais: ar, sol, água etc. como meios específicos.", where physical activity is considered a privileged educational environment, because it covers the being in its entirety and can be understood to opere citato. (FIEP, 1970).

Later, in 1976, another document was prepared aiming to demonstrate the relevance of physical education and sport practice in contemporary society. Through the First International Conference of Ministers and Senior Officials Charged for Physical Education and Sport, Physical Education understood as part of the process of cultural formation of the individual and was explicit in the following text: "... elemento fundamental da Cultura pelo qual se age na formação integral de crianças, jovens e adultos na perspectiva da Educação Permanente". (UNESCO, 1976).

The valorization and preoccupation for understanding the universe covered by the Physical Education proceeded, so much so that in 1978 was awarded the International Charter of Physical Education, which was a document prepared by professionals and consists of eleven articles, which aimed to spread the spread of precepts and positive values for individuals, besides the promotion of culture and democratization of access to sport for the population. (UNESCO, 1978).

The growing fostering sportive and its recognition of importance on the national scene corroborated that the Federative Republic of Brazil was enacted Law n º 9696, on September 1, 1998, whose purpose is to regulate the activities of Professional Physical Education, ensuring be this solely responsible for managing the sport practice, as well as enables the creation of specific institutions to supervise the actions of this person, which is the Federal Council of Physical Education - CONFEF and the Regional Councils and Physical Education - CREF. (BRASIL, 1998).

In 2000, the Brazilian Letter of Physical Education ratified the concern and understanding the evolution of the field of Physical Education and its Professionals. Besides enhancing the role that can be played by the Professional Physical Education in today's society, such a device asserts the concern about quality of service, presenting a range of possibilities that can be included in the development of sporting activities and lists the responsibilities of those responsible for monitoring and analysis of this work, along with the supervision of the training courses. That arguments were consonants Law nº 9696/98, however the

difference this has been prepared by professionals during the National Forum of Formation Courses in Physical Education of Brazil. (BRASIL, 1998).

THE PERFORMANCE OF THE PROFESSIONAL PHYSICAL EDUCATION IN THE PERSPECTIVE OF SOCIAL PROJECTS WITH EMPHASIS ON SPORT

The figure Professional Physical Education as an agent of action sports driver in social aspects sports, mainly due to strict iure, the representativeness of Law nº 9696/98. (BRASIL, 1998). However, this professional must have extreme technical knowledge to deal with the everyday situations involving the development of sports plots, especially in places with characteristics of social degradation and that are located most social projects.

In the perspective of Human Movement Science, conceptual basis developed by Portuguese philosopher Manuel Sergio, the professional knowledge of this area in knowledge in the lacks scientific and technical knowledge, being restricted to existing dogmas of society, a fact that hinders the development of the sport in its fullness, in as regards the capabilities assigned to this social phenomenon and formation of the individual. Moreover, the Magisterium of Popper presented by Feitosa (2003) other event named normal science, aims to explain a certain trend that has characterized significant part of Physical Education Professionals. The normal science, according to the precepts broadcast by Kuhn is based on the difficulty of incorporating new methodologies and procedures by practitioners who follow only the current standards, not realizing disputes or weights. This fact has undertaken the development of new theories and evolution of knowledge.

However, it should be noted that the sport in the Brazilian may have contributed to changing the view on the role of Physical Education Professionals in today's society. The wit and capacity to meet assigned objectives of the sport are undeniable, even being expressed in a legal mechanism. In accordance with the Article 217 of the Constitution of the Federative Republic of Brazil, the sport can manifest itself in three distinct social dimensions: sport education that aims at sports focused on dissemination of educational principles such as participation and integration, sport participation can be understood practice aiming occupation of free time and entertainment, besides sports performance that is characterized by the search of competitive standard, following rules of dispute rules of institutions and organizations. (BRASIL, 1988; BÖHME, 2003). This argument demonstrates that many objectives can be pursued through fostering sportive, a fact corroborated visibility and appreciation for the Professional Physical Education, besides showing the different ways that the sport can be adopted.

In the specific case of Rio de Janeiro, State of the Federation which has emerged as a forerunner in the development of social projects with an emphasis on sports development, a document of the Municipality of the City of Rio de Janeiro asserts that assumption, where sport and Physical Education Professionals are valued, established and fostered between the layers of the population in need. (ZALUAR, 1994). The Guide of Olympic Villages in the City of Rio de Janeiro recommends that all professionals involved directly with the practice and sports development should be graduates in Physical Education course, and need to be registered and in good standing in the Federal Council of Education physical and Regional Council of physical Education, in situation intra lege. In what is called the sport said device features a diverse range of objectives to be achieved and determinations, always taking the sport as a fundamental strategy. Among the listed determinations can cite the fostering of economic activity, increased life expectancy of the 3rd age, decreased occurrence of respiratory problems, the democratization of leisure and appreciation of family and sports talent discovery. Regarding the objectives of the projects were listed detection and referral of athletes, job creation and income, reducing infractions, promoting integration between communities, epidemiological surveillance, the search for health promotion, promotion self-esteem, improved academic performance, as well as the reduction of cases of truancy. In what is referred the sport said device features a diverse range of objectives to be achieved and determinations, always taking the sport as a fundamental strategy. Among the listed determinations can cite the fostering of economic activity, increased life expectancy of the 3rd age, decreased occurrence of respiratory problems, the democratization of leisure and appreciation of family and sports talent discovery. Regarding the objectives of the projects were listed detection and referral of athletes, job creation and income, reducing infractions, promoting integration between communities, epidemiological surveillance, the search for health promotion, promotion self-esteem, improved academic performance, as well as the reduction of cases of high school dropout. (SMEL, 2008)

In the model adopted in the city of Rio de Janeiro, it became evident the use of sport as a strategy for promoting social and sports, enjoying all the benefits that the sport can promote participants. Among the major benefits that can be attributed in sports development projects similar to those developed in the city of Rio, may be pointed promoting citizenship, an issue that was investigated by Dória and Tubino (2006), where through social interaction and dissemination of evaluative positive precepts, the participants of Project Socio and Sports Olympic Village Hose, unable to understand their rights and duties in society, and assimilate an active posture as a citizen believes their rights and duties in society.

FINAL THOUGHTS

How it was possible to understand the text, the sport has emerged in contemporary society in order to meet the concerns presented by population, consequences of existing social problems. (ZALUAR, 1994). Nevertheless, the sport has succeeded in obtaining scientific knowledge through the actuating of Professional Physical Education, which emerged in brazilian society and world surrounded by distrust and lack of basic scientific fact presented and rejected by the Portuguese philosopher Manuel Sergio through the precepts disseminated by the Human Movement Science. However, over the years can be perceived a concern with this professional training and consolidation, which in the specific case of social projects with an emphasis in sports act with a public that in the lacks values and concepts that can and should be disseminated through participation in sports wefts.

With regard the Brazilian society, the legitimacy of this professional as well as the creation of specific organs for monitoring the process of formation and action of the Professional Physical Education, favored the consolidation of professional qualification and in today's society, especially in the administration of sports practice that throughout human history has always been present, especially when related to the game, to ludic and leisure, as inferred Huizinga (2010) in his perception, where the game symbolizes a fundamental element for mankind regarding the promotion of leisure, and promote cultural dissemination.

Nevertheless, the prospect of growth in social projects with emphasis on sports in the city of Rio de Janeiro, would refer to strengthening sporting culture in today's society, and the growing visibility of Professional Physical Education. This event confirms the arguments described in the Brazilian Letter of Physical Education in the year 2000 (CONFEF, 2000) and may be understood from the fundamental concepts of Human Movement Science, postulated by Sergio Manuel, where this work should aim to progress and your performance space in society, representing an important area of knowledge and can contribute positively to the population, especially in the formation of the individual in a global perspective, which includes the corporal and intellectual development. (SÉRGIO, 1987).

The participation government has too much importance to the current situation, both in the consolidation of

Professional Physical Education, and in fomenting sports in different perspectives. In the specific case of sports with fomenting social aspects, intrinsic characteristic of social projects with sporty bias, the Government today represents a significant developer and manager of this type of initiative. Furthermore, its performance in promoting incentives and benefits for private sector companies to corroborate that this type of practice has a positive impact on what is known to promote sports, however this scenario provides a favorable environment for performance and recognition of Vocational Education Physics.

Therefore, we may conclude that the intervention of Professional Physical Education in analogues projects and of paramount importance, especially for the dissemination of fundamental precepts for life of the individual in the exercise of their citizenship.

It is recommended that initiatives of this magnitude are promoted in today's society, especially with the objective of assisting needy layers of the population, present greater public exposure to social problems and needs assistance.

REFERENCES

BÖHME, M. T. S. Relações entre aptidão física, esporte e treinamento esportivo. Revista Brasileira de Ciência e Movimento, Brasília, v. 11, n. 3, jul./set., p. 97-104. 2003.

BRASIL (1988). Artigo 217 da Constituição da República Federativa do Brasil: promulgada em 5 de outubro de 1988. [acessado em 07 de março de 2010]. Disponível em: http://www.senado.gov.br/sf/legislacao/const/con1988/CON1988_05.10.1988/index.htm.

BRASIL (1998). Regulamentação da atuação do Profissional de Educação Física: promulgada em 1º de setembro de 1998. [acessado em 07 de março de 2010]. Disponível em: http://www.planalto.gov.br/ccivil_03/leis/L9696.htm

CONSELHO FEDERAL DE EDUCAÇÃO FÍSICA – CONFEF. Carta Brasileira da Educação Física. Belo Horizonte. 2000. [acessado em 07 de março de 2010]. Disponível em: http://www.confef.org.br/extra/conteudo/default.asp?id=21

DÓRIA, C.; TUBINO, M. J. G. Avaliação da busca de cidadania pelo Projeto Olímpico da Mangueira. Ensaio: Avaliação e Políticas Públicas em Educação, Rio de Janeiro, v. 14, n. 50, jan./mar. 2006.

FEDERAÇÃO INTERNACIONAL DE EDUCAÇÃO FÍSICA - FIEP. Manifesto Mundial da Educação Física. Paris. 1970. [acessado em 07 de março de 2010]. Disponível em: http://www.efmuzambinho.org.br/manifesto/manifesto70.htm

FEITOSA, A. M. Contribuições de Thomas Khun para uma Epistemologia da Motricidade Humana. Lisboa: Instituto Piaget. 1993. 203.

HUIZINGA, J. Homo ludens: o jogo como elemento da cultura. 6ªed. São Paulo: Perspectiva. 2010.

MACHADO, T. C. J.; VARGAS, A. Vila Olímpica Ary Carvalho: designação para atendimentos além do esporte. Lectura Educación Física y Deportes, Buenos Aires, v. 16, n. 164. 2012. [acessado em 07 de julho de 2012]. Disponível em: http://www.efdeportes.com/efd164/vila-olimpica-ary-carvalho-alem-do-esporte.htm

SECRETARIA MUNICIPAL DE ESPORTE E LAZER - SMEL. Manual das Vilas Olímpicas da Prefeitura do Rio de Janeiro. Rio de Janeiro: SMEL. 2008.

TUBINO, M. J. G. Dimensões sociais do esporte. São Paulo: Cortez. 2001.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION – UNESCO. I Conferência Internacional de Ministros e Altos Funcionários Encarregados pela Educação Física e os Desportos. Paris. 1976.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION – UNESCO. Carta Internacional da Educação Física. Paris. 1978. [acessado em 15 de agosto de 2012]. Disponível em: http://portal.unesco.org/es/ev.php-URL_ID=13150&URL_DO=DO_TOPIC&URL_SECTION=201.html

ZALUAR, A. Cidadãos não vão ao paraíso. São Paulo: Escuta. 1994.

Rua Cirne Maia, 53 Bloco D Apto. 301
Cachambi – Rio de Janeiro/RJ; CEP: 20771-410.
E-mail: tiberiojose@gmail.com

THE INTERVENTION OF THE PROFESSIONAL PHYSICAL EDUCATION IN SOCIAL PROJECTS WITH EMPHASIS ON SPORT

ABSTRACT

The present study aimed through a literature review, giving reasons indicating how the Social Projects with an emphasis in sports emerged in brazilian society, concurrent participation in an intervention of the Professional Physical Education, knowing that this professional works in an area of human knowledge in consolidation, as has recent regulation and professional recognition, lacking in some optical scientific and technical knowledge. The arguments willing provided an understanding of the sports as a social phenomenon assumes substantial prominence in contemporary society when developed from a social perspective, especially in the representation of social projects which, in turn, enabled a new field for the Professional Physical Education. Notwithstanding the fostering this type of initiative, facilitated the consolidation of the professional, as by disseminating positive evaluative precepts during the development of sports, reached the imperious visibility event which contributed to its consolidation, recovery and acceptance in society.

KEYWORDS: Public Policies; Professional Physical Education; Sports.

L'INTERVENTION DE PROFESSIONNEL ÉDUCATION PHYSIQUE DANS LES PROJETS SOCIAUX AVEC UN ACCENT DANS LE SPORT

RÉSUMÉ

Présente étude visait à travers une revue de la littérature, présenter arguments qui indiquent la façon dont les projets sociaux avec un accent matière de sport a émergé dans la société brésilienne, simultaneé la participation en une intervention d'éducation physique professionnel, étant donné le fait que cela fonctionne professionnels dans une zone des connaissances humaines en consolidation, tout comme a son récente reconnaissance et réglementaire professionnel, manque une certaine connaissance scientifiques et techniques. Les arguments qui souhaitent permis de mieux comprendre le sport en tant que phénomène social suppose d'importance substantielle dans la société contemporaine lorsqu'elle est développée dans un perspective social, en particulier la représentativité des projets sociaux qui ont permis à un domaine nouveau pour la formation professionnelle physique. Nonobstant la promotion de ce type d'initiative, facilité la consolidation de cette personne, que par des la diffusion des préceptes positifs d'évaluation au cours du développement du sport, a atteint la visibilité impérieux, réalité qui a contribué à sa consolidation, reconnaissance et l'acceptation dans la société.

MOTS-CLÉS: Politiques Publiques; Professionnel éducation physique; Sportif.

LA INTERVENCIÓN DEL PROFESIONAL DE EDUCACIÓN FÍSICA EN PROYECTOS SOCIALES CON ÉNFASIS EN EL DEPORTE

RESUMEN

El presente estudio tuvo como objetivo a través de una revisión de la literatura, presentar fundamentación que indiquen cómo los Proyectos Sociales con énfasis en el deporte surgió en la sociedad brasileña, simultánea la participación interventora del Profesional de Educación Física, dado el hecho que esto profesional actúa en un área del conocimiento humano en consolidación, al igual que su reconocimiento profesional y reglamentar son reciente, careciendo en algunas ópticas de conocimiento científico y técnico. Los argumentos presentados favorecen para la comprensión de que le deporte como fenómeno social asume sustancial protagonismo en la sociedad contemporánea cuando desarrollado en la óptica social, sobre todo en la representación de los proyectos sociales que, a su vez, permitirán un nuevo campo de actuación para los Profesionales de Educación Física. No obstante, la fomentación de este tipo de iniciativa, facilitó la consolidación de este profesional, ya que a través de la diseminación de los preceptos de evaluación positiva durante el desarrollo del deporte, alcanzó una imperiosa visibilidad, hecho que contribuyó a su consolidación, apreciación y aceptación en la sociedad.

PALABRAS CLAVE: Políticas Públicas; Profesional de Educación Física; Deportes.

A INTERVENÇÃO DO PROFISSIONAL DE EDUCAÇÃO FÍSICA EM PROJETOS SOCIAIS COM ÊNFASE NO ESPORTE

RESUMO

O presente estudo objetivou através de uma análise bibliográfica, apresentar fundamentos que indiquem como os Projetos Sociais com ênfase no esporte emergiram na sociedade brasileira, concomitante a participação na forma de intervenção do Profissional de Educação Física, haja visto que este profissional atua em uma área do conhecimento humano em consolidação, assim como possui sua regulamentação e reconhecimento profissional recente, carecendo em algumas óticas de cientificidade e conhecimento técnico. Os argumentos dispostos possibilitaram a compreensão de que o esporte enquanto fenômeno social assume substancial destaque na sociedade contemporânea quando desenvolvido na perspectiva social, principalmente na representatividade dos projetos sociais que, por sua vez, possibilitaram um novo campo de atuação para o Profissional de Educação Física. Não obstante a fomentação deste tipo de iniciativa, favoreceu a consolidação deste profissional, já que através da disseminação de preceitos valorativos positivos durante o desenvolvimento das práticas esportivas, alcançou a imperiosa visibilidade, acontecimento que concorreu para sua consolidação, valorização e aceitação na sociedade.

PALAVRAS-CHAVES: Políticas Públicas; Profissional de Educação Física; Esportes.