36 - MEDIA AND SCHOOL PHYSICAL EDUCATION: MEDIA-EDUCATION PROSPECTS

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1-INTRODUCTION

Not long ago, one of the main concerns curricular teaching physical education in schools, was related to the football school, volleyball, gymnastics, and other sports. With the advent of communication and information technology, this scenario has been undergoing transformations. The media content promote a true cult of the body and influence behavior, promoting new appropriations and meanings by the young audience.

But to what extent the media can influence them? And to what extent we let ourselves take us through it?

Whenever there are any messages in the media telling us how to eat, wear, what to eat, what dream, what standards or imitating models, which the current fashion and often do not realize it. We need to be more critical positions and, therefore, we need knowledge, no knowledge whatsoever, but a reflexive knowledge that enables us to create our own standards and models.

In this area, the teaching of Physical Education started to pay attention to the context that the media were doing on the body and also on the sports practices. Curriculum, Teaching and Practice Programs Teachers began using up the media in everyday school life, as instruments / didactic interfaces, and were also open spaces to discuss media content for the sport and the body.

These new meanings of Physical Education classes reflect a time when there is an appreciation of the mind-body balance, leaving aside a misconception that the discipline concerned only work with physical exercise, without worrying about criticism training students.

In seeking to break away from an alleged mechanistic model, Education contemporary school physical search

> understanding within the educational aspect of the relevance of their representation in society; provide the world of reading through its specificity; settle as a dimension of reality; and provide reflective and autonomous critical student education through its social dimension (PAES AND JUNIOR, 2014, p. 446).

2- THE MEDIA AS A TEACHING TOOL-PEDAGOGYCAL

The whole process of teaching and learning is composed of several elements that integrate and complement each other: education professionals, teaching materials, school infrastructure and teaching materials. Technological resources also can and should be part of that process. However, this will not be sufficient without training processes and an educational project that indicate directions and call upon the engagement of the whole school community for the critical work with such technological resources. It is worth noting that the media should not be seen / used only as a technique, but rather seeking a reflexive appropriation of their tools and content. From this perspective, it is important to introduce the concept of media education.

For Smith, Sebastian Silva and Andrade (2014):

> A synthetic way, the term media education refers to an interdisciplinary area of knowledge, which is the media and culture objects of study in school, and requires the purchase of a set of technical and symbolic order skills, designed to " empower "people to access, evaluate and produce content, with different languages and platforms (p.1).

Content presented in exhibition form, with little or no space for dialogue and debate, not provide an effective participation of the student in building your knowledge critically, autonomous and communicative. The teacher, in this view, only forwards contents uncritically that are charged in conteudistas assessments.

The school must educate in order to promote critical thinking and meet the student mechanisms and skills to help you interpret the audiovisual language, technical and economic mechanisms inserted in the media. Taking a careful analysis programs, news and content, which can enrich the teaching-learning process (BETTI, 2001).

The media occupy a large space in modern society, spanning multiple industries and interfering with the appropriation of meaning and interpretation of reality by individuals, because they are continually exposed to them, often without a critical eye. This influence affects mostly young people, who are always connected. As for Physical Education, there is a concern with the content related to body culture because the media works the same way exacerbated mainly aimed at young people (Diniz; RODRIGUES; Darido, 2012)

We are the target of an avalanche of information that surround us in our daily lives everywhere: on the phone, on walls, on billboards, on TV, on radio, on the Internet, on public transport, even in the milk carton at breakfast. Much of this information comes to us in the wake consumption purpose or as entertainment. In this sense, educational institutions can contextualize and discuss such actions, in order to form critical citizens capable of bringing together these disparate information and evaluating its content, because nothing is innocent, all this has a direction, a target audience and purpose (BETTI , 2001).

Many sports are part of the popular television program storyline or are highlighted in the media after a great achievement related to national sport as winning a championship or an Olympic medal. This media phenomenon spends a lot of information to young people who are usually consumed uncritically. It is clear, then, that "the body-culture media movement relationship poses a problem for teaching physical education" (BETTI, 2001, p.125).

From this perspective, Pereira (2011) argues that "it is very important the teacher explore all that relates to the human body, its movement and bodily practices For the body education is everywhere and moments of human life." (p.29). According BETTI (2003 cited Diniz; Rodrigues and Darido, 2012, p.188), "The media influence becomes evident within the body culture as suggested corporal practices, reproducing them, and turning them into new models consumption. "Thus, the media offer images that act in the juvenile imagination, awakening the service and consumption of ideological models.

The way the media addresses issues related to body culture affect society as a whole. Issues such as obesity,

anorexia, eating disorders and standards of beauty, cult of the body, among others, are part of the universe of young people and in this sense, the media can be exploited positively as didactic and pedagogical resource (Diniz; RODRIGUES; Darido, 2012) .

It highlights the importance of the teacher as mediator of that content be generating appropriations and interpretations in the classroom. All knowledge shared and discussed in the inter-media teacher-students in the process of teaching and learning, assist individuals in building their autonomy, critical and knowledge. (Diniz; RODRIGUES; Darido, 2012). In addition, the sports, the fun and games used in physical education classes can awaken creativity, cooperation and motivation of students that overcome challenges posed by the teacher as activities. This do together mediated by the teacher is critical to the formation of individuals (PEREIRA, 2011).

Television sports practice requires a closer watch to be mediated and coded by sports narrators, commentators and framed by the cameras, where there is an issue and reinterpretation of the facts, a previous interpretation of what is being seen by the viewer. Therefore, this requires that the message recipient is a critical individual, not a passive being who takes possession of proposals by other meanings (BETTI, 2001). The spectacle is prevalent, leaving aside ethical, moral, social, political, and others involving the facts. The focus is the entertainment and the main objective is in the audience. It is up to the school and to promote education professionals within institutions, discussion forums addressing such issues relevant to training young people.

Teaching Physical education in schools It is guided by two basic components: the sports practice aimed at "offset this sedentary lifestyle in modern life", focusing facing the health, lifestyle, among others; and the training of future athletes to act in the spectacle sport disseminated by the media. In this scenario, the Physical Education at risk in the future, disappearing from the curriculum, because it can not compete with other best-equipped institutions such as academies and clubs (BETTI, 2001, p.127).

The old pyramid model described by Betti (1991) makes clear that the main objective of the course was to feed the top of the pyramid with athletes for the Olympic Games, selecting only those who had aptitude for sports, leaving aside the educational objectives of the course in school. However, this idea that physical education is a mere producer of talent to promote the sport spectacle like the Olympics, is already outdated (SEAP and JR, 2014).

It may be noted, also, the interdisciplinary pedagogical practice and appreciation of the cultural sports in historical perspective as potentially positive development for integration of contemporary body culture with educational activities and educational projects for schools. Thus, the teacher can conduct an enriching mediation between issues such as the Olympics and the pedagogical practice. (PAES and JR, 2014)

According to Betti (2001), "only one physical education conceived as a pedagogical link between body experience / knowledge / reflection, by referring to the culture of body movement, may be fruitful and relate critically with the media" (p.127). We should seek the contrast between the "experience of the movement of cultural practices" and "the experience of watching, reading and listening as consumers of media." Only then, there will be an integration of the physical and motor dimensions, affective, social and cognitive ", essential in the formation of critical students in relation to body culture and its reinterpretation (Ibid, p.127).

Schools often lack the infrastructure and adequate equipment to class often feature quality spaces and well inferior materials compared to clubs and gyms, but the teacher when engaged in your job search adaptations, including debating an educational manner about the context what is your work. There is strong demand in education, including as it relates to sports, for public policies that address the real needs of schools and education professionals, policy not only to encourage the sport and the regional culture as well as theoretical and practical support, training our teachers and advancement of Education as a whole in our country (PAES and JR, 2014).

The appreciation of the body and appearance in modern society is the target of concerns of educators in the field of Physical Education. The look "perfect" disseminated by society and its institutions as the media, academia, aesthetic clinics, inter alia, leads young people to consume a multitude of products to achieve this perfection. Many young people end up consuming uncritically these features that promise to shape the body and appearance, and sometimes do not care about your health. The use of anabolic steroids and supplements, for example, have been generating undesirable effects such as digestive disorders and high blood pressure respectively (Ludorf, 2009).

Advertising and its strong impact on everyday life, in all age groups have profound effects when it comes to self-imposed discipline standards. Although consumers have freedom of choice to consume or not consume such a product, when adhesion occurs, many individuals impose a strict discipline to achieve the body and beauty model devised by advertising (Idem, 2009).

Ludorf (2009) points out that

> Some consequences of this discourse focused on the image and display body have often been observed, such as: constant concern with body appearance; performing cosmetic procedures and plastic surgery; eating disorders and unusual diets; growing interest for physical activity; use of pharmacological substances for slimming or strengthening etc. (p.100).

Ludorf (2009) also pointed out that the formation of a physical education teacher at the universities has now become fertile ground "for discussion and assimilation of different meanings involved in body building" (p.100). From this perspective, the author points out new ways to discipline and your teachers

> When dealing with the human being and the body in constant construction and interaction with the social, physical education can not fail therefore to be understood as an educational practice, or even as a social practice, since it is concerned with educating through movement. In this perspective, it is hoped, physical education, the task of "sculpt" the body, beyond the purely aesthetic or literal sense, but in a broad sense, of human formation (Ibid, p.102).

For this, the teacher needs to broaden their horizons for their practice, their knowledge of the reality of society and their criticality, so you can thus mediate discussions on issues related to aesthetics, the body, health and its consequences on the behavior of students (Ludorf, 2009).

In this scenario, Belloni (2005) proposes an education for the media where the student would become a critical media receiver such content. Through the mediation carried out by the teacher, students learn to question and discuss cooperative and shared manner Featured relevant topics in the media presented by the teacher in the classroom. These practices, to be introduced in school, help students develop critical thinking, autonomy and to build a reflective knowledge of the content transmitted by the media. Why not propose a media-education integration with the School Physical Education in the classroom?

In Souza (Et al, 2009 apud FANTIN, 2006), media education is related in three contexts: methodological, critical and

productive. At first, the media are used instrumentally through videos, slides, music, movies, and other media, assisting in the methodology used by the teacher. In the second case, they are used to in order to do an education for the media, as cited by Belloni, a critic about the means, not only for its content but also on its production and consumption. And finally, the third context refers to "use media such languages as a form of expression or production."

Many students cultivate the concern that by integrating education for the media to resume the discipline in question make their uninteresting classes for students, leaving them essentially theoretical when the expected class by educating would be purely practical, dynamic, with physical activities group. However, this methodology has alternatives that can be used in a fun and interactive way to transmit knowledge related to body culture, physical education teacher's job is not only to teach physical fitness and teamwork, but also to educate (COSTA and WIGGERS, 2013)

In addition to forming critical and independent students, media education should be able to form producers of knowledge, after all the digital media are now used by young people on different platforms - Youtube, Twitter, Wikipedia, Instagram, etc., and these can become future producers of knowledge to be shared (Souza et al., 2009).

The sporting culture is an extremely exploited by the media field because of its potential to sensationalize and market products related to sports. The media should be recognized by the school as one of the main interlocutors that help build identities and meanings, mainly in the juvenile universe. With this, it can and should be worked by the teacher who, through the interrelationships media-student-teacher, will mediate the appropriation of such content by educating (Souza et al., 2009).

Regarding the integration of electronic games in school activities, so-called exergames arise, games that make up the playful nature of the games to move because they have consoles that use a certain physical effort from the players. These games fit perfectly in the proposal to relate physical activity with digital media, therefore, to carry out such activities, young people have the opportunity to virtually experience games, dances and sports. With this new tool, young people can acquire "motor and cognitive skills" necessary for its development and, in addition, factors such as physical inactivity and obesity can benefit from the use of equipment, and later discussed in class (Vaghetti et al, 2013, p.13).

3- CONCLUSION

The dialogue between the Physical Education and the Media, with a view of using the same for education for the media in the classroom, both technically as methodological, presents itself as an educational path that brings very positive possibilities and potential for professionals in the area. However, it is essential the presence of the teacher in these mediations between media / students aiming at a critical and emancipatory education for our young people.

Body culture can not be seen as harmful to the formation of identities and habits of juvenile universe. Sports also can not be seen only as a form of spectacle and marketing of products. For us to change this reality, the integrated education to the media presents itself as a strong tool to help the teacher in the education of its students.

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ABSTRACT

This article aims to reflect on the influence of media in the context of the discipline of Physical Education in schools. Aiming to discuss critical perspectives from the concepts and practices of media education as much as the instrumental - didactic approach of using media and games in the discipline; as the educational approach to the media. Since various media content have as themes the physical culture and sport, with a massificadora prospect thereof. Ideologies of such content may influence the daily lives of young people, negatively, as the incessant search for the perfect body and practice / hearing of certain sports that the media offer. Therefore, points to the need to work a critical attitude with students facing such content , contributing to civic education of the same.

KEYWORDS: Physical Education; Media-Education; Physical Culture.

MÉDIAS ET ECOLE L'ÉDUCATION PHYSIQUE: PERSPECTIVES L'ÉDUCATION AUX MÉDIAS

RÉSUMÉ

Cet article vise à réfléchir sur l'influence des médias dans le contexte de la discipline de l'éducation physique dans les écoles. Visant à discuter des perspectives critiques des concepts et des pratiques de l'éducation aux médias autant que l'instrumental - approche didactique de l'utilisation des médias et des jeux dans la discipline; que l'approche éducative aux

médias. Depuis contenu divers médias ont pour thèmes la culture physique et du sport, avec une perspective de massificadora de celui-ci. Les idéologies de tels contenus peuvent influencer la vie quotidienne des jeunes, négativement, comme la recherche incessante pour le corps parfait et la pratique / audition de certains sports que l'offre de médias. Par conséquent, souligne la nécessité de travailler avec une attitude critique face à un tel contenu élèves, contribuant à l'éducation civique de la même.

MEDIOS DE COMUNICACIÓN Y DE EDUCACIÓN FÍSICA DE LA ESCUELA: PERSPECTIVAS DE LA MEDIA-EDUCACIÓN

RESUMEN

Este artículo tiene como objetivo reflexionar sobre la influencia de los medios de comunicación en el contexto de la disciplina de Educación Física en las escuelas. Con el objetivo de discutir las perspectivas críticas de los conceptos y prácticas de la educación para los medios tanto como lo instrumental - enfoque didáctico de la utilización de medios de comunicación y partidos en la disciplina; como el enfoque educativo de los medios de comunicación. Desde contenidos diversos medios de comunicación tienen como temas de la cultura física y el deporte, con una perspectiva massificadora del mismo. Las ideologías de estos contenidos pueden influir en la vida cotidiana de los jóvenes, negativamente, ya que la búsqueda incesante de un cuerpo perfecto y la práctica / audiencia de ciertos deportes que la oferta de medios de comunicación. Por lo tanto, apunta a la necesidad de trabajar una actitud crítica con los estudiantes frente a dicho contenido, lo que contribuye a la educación cívica de la misma.

PALABRAS CLAVE: Educação Física, Mídia-Educação; Cultura Corporal.

MÍDIAS E EDUCAÇÃO FÍSICA ESCOLAR: PERSPECTIVAS DA MÍDIA-EDUCAÇÃO

RESUMO

O presente artigo busca uma reflexão sobre a influência das mídias no contexto da disciplina de Educação Física, no âmbito escolar. Tendo como objetivo discutir perspectivas críticas a partir dos conceitos e práticas da mídia-educação, tanto quanto à abordagem instrumental-didática do uso de meios de comunicação e jogos na disciplina; quanto à abordagem da educação para os meios. Visto que diversos conteúdos midiáticos têm como temas a cultura corporal e o esporte, com uma perspectiva massificadora dos mesmos. As ideologias de tais conteúdos podem influenciar o cotidiano dos jovens, de forma negativa, como a busca incessante pelo corpo perfeito e a prática/audiência de determinados esportes que as mídias oferecem. Diante disso, aponta-se para a necessidade de se trabalhar um posicionamento crítico com os alunos frente a tais conteúdos, contribuindo para uma formação cidadã dos mesmos.

PALAVRAS-CHAVE: Educação Física, Mídia-Educação; Cultura Corporal.