71 - SOCIAL SPORTS: IN SEARCH OF THE CONCEPT AND GUIDELINES FROM THE PERSPECTIVE OF THE PROFESSIONAL PHYSICAL EDUCATION PROJECT PARTNER ATUANTE SPORT IN THE CITY OF RIO DE JANEIRO.

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INTRODUCTION

Traditionally, the literature reveals that the term social sport is widely used. It's actually a very complex term, because it involves two different and broad areas: sport and society. Its complexit yallows for expansion in bothsp heres.

However, there is a problem when trying to define the term Sports Social the lack of conceptualization in the use of this terminology has been causing errors in their use generating functions wrong for professionals who work directly with social and sports projects.

According Tubino (2006), the term sport can be attributed to the sailors of the old world of the distant fourteenth century, which to leave their vessels talked to leave the port or to sport or doing sports.

The term sports through the ages receive different names and these vary according to the origin of their own social development. That company in turn is influenced by various internal and external factors that ultimately shape their habits and customs, creating their cultures and traditions. Sport can and should be cited as a cultural factor and as the active process of transformation of contemporary society.

According to Garcia (2007), the sport is a temporal phenomenon and topography, ie, constitutes a time and a specific place. Although temporal and topographic as this author suggests, the sport is changing. This change occurs in accordance with the roots down in a given society at a given period of time. The origins of the sport shows that several elements were tested and led to several current thinkers of the sport which in turn influenced the way of life, directly or indirectly from his contemporaries.

The sport practiced by ordinary people and without a commitment to strict rules and regulations that drive their actions is practiced around the world and may have a very close relationship with the issue of leisure. The leisure for the vast majority of workers simply did not exist, began to gain strength from the concept of otium to the greek people and representing the non-work related and as nec-otium which meant the time to not work or not do business in accordance with the ideas of Melo and Drummond (2003).

From the consolidation of the leisure and choice of activities and the consequent increase in free time of people working in harsh days resulted in greater supply of personal pleasure. The leisure that the worker is to seek in their moments of non-work is the search for pleasure beyond the possible compensation of their professional events. It seeks, in this sense, implicit and empirically, the characters relating to entertainment: free, indifference, hedonistic, and especially personal.

In this sense, discharge refers to everything that the individual must free itself from its usual routine.

For the selfless character opposes the first in relation to its purpose. Must break with the obligations of any kind of profitability, of ideological commitments, sectarian, political or domestic, that is, there should be no self-interest involved in his practice.

Already hedonistic to the item should be put in perspective with the personal needs of the individual and is directly connected to the last character, the staff, with regard to issues of personhood and individuality.

This way, the sport whose imprint or extent of participation is based on pleasure, must be aligned with these aspects, while respecting the possibilities that each person has, and especially what each needs. Thus, the term simply tow sport social practices of sport require a discussion that allows the conceptualization of this term and its main applications. The problem that emerges in this study suggests then, that if one seeks appropriateness of the term social sport, making it more reliable to use. To this end, it is believed to be important in this process of academic discussion that reigns in this study the pointing of the guidelines that the guiding, suggesting, therefore, is to apply more appropriate.

TABLE 1: PRESENTATION OF THE BASIS FOR CORRELATION WITH THE MATRIX

BASES OF MATRIX	SPORT PERFORMANCE	SPORTS AS THE CONTENT OF SCHOOL PHYSICAL EDUCATION	SOCIAL SPORT
OBJECTIVE THE	MAXIMUM	VERY GOOD	
LOOK AT	COMPETITION	APPRENTICEMENT	
OCCUPIED WITH	TALENT	COMMON PERSON	
IS CONCERNED WITH	POTENCIAL	POTENTIAL AND LIMITATION	
SUBMIT TO	TRAINNING	PRACTICE	
GUIDE YOURSELF TO	SPECIFICITY	GENERALITY	
EMPHASIZES THE	PRODUCT	PROCESS	
RESULTS IN	INNOVATION	DIFFUSION	

Arrays were presented eight guidelines, which were analyzed by the professionals interviewed and correlated with one of the bases.

Arrays were presented: playfulness, participation, values, integration, equity, inclusion, socialization and enjoyment.

Was used as a rule for the choices that none of the arrays could be repeated in correlation with the bases.

RESULTS ANALYSIS

After applying the questionnaire, confirmed the initial idea of this study in relation to the complexity of defining the concept of social sport. It was observed that in only two of the bases of arrays, "the objective (a)" and "is concerned with," there was disparity between the answers provided. On the other hand, the other bases there was some similarity between the responses chosen, confirming thus the difficulty in relating the matrices with a respective base.

It is important to note that the bases of the arrays were varied responses. In some cases reached a total of six arrays to the same base. For the handling of research data, tabulated only the three most frequent responses to each base of the arrays.

This perspective, we analyze the basis of the Objective (a) was in response to inclusion and the matrix with the highest frequency response, leaving 40% of the total. Then we see that the matrices socialization and pleasure gained 18% and 11%

respectively.

In turn, the second item, which would join the foundation, aims to (a) with one of the arrays offered, it was observed that the three arrays Most voted by respondents were very close. The matrix with highest participation rates were at 28%, followed by inclusion, with 21% and integration, with 19%.

The third item in the table Engaged in revealed that the first choice of teachers surveyed had more than double the two choices followed. In this case the array value holds 30% of the total, being equal to the percentage participation and integration, ie 13%.

The next item of the questionnaire is concerned with (a), which was indicated equivalence of the responses. Matrices socialization, equity and value obtained 24%, 19% and 18%, respectively, highlighting great doubt among respondents.

The fifth base is subjected to (the), pointed out the playfulness and the array that correlated most closely with this base, with 38% of all choices. The second most chosen array was the participation, with 28%.Then presented to the array pleasure with 10%.

The base is oriented to the (a) allocated 28% of the equity choices, correlated this matrix was more appropriate to this base. The matrix integration was the second best position, with 22% of the choices. In this case, the playfulness was indicated as the one that best correlates with this basis for 12% of respondents, and therefore, the third most votes.

In the analysis of the choices given to the base emphasizes the (a), three matrices are presented as the most preferred among the interviewees: pleasure, equity and value. The percentage assigned to each choice presented, respectively, with the following values: 28%, 22% and 12%. Thus, we see that the matrix is the pleasure that best correlates with the base in question.

As a final basis to investigate, emphasizes the (a) provided as a proposal the correlation matrix with pleasure, giving this 31% of all choices. Matrices equity and value each totaled 23% and 11% respectively.

TABLE 1: DEFINITION OF THE CONCEPT OF SOCIAL SPORTS

BASES OF MATRIX	INDEX OF FREQUENCY OF RESPONSES		
OBJECTIVE THE	INCLUSION	SOCIALIZACION	PLASURE
LOOK AT	PARTICIPACION	INCLUSION	NTEGRATION
OCCUPIED WITH	VALUE	PARTICIPACION	NTEGRATION
IS CONCERNED WITH	SOCIALIZACION	EQUITY	VALUE
SUBMIT TO	LUDIC	PARTICIPACION	PLASURE
GUIDE YOURSELF TO	EQUITY	INTEGRATION	LUDIC
EMPHASIZES THE	PLASURE	EQUITY	VALUE
RESULTS IN	INTEGRATION	PLASURE	SOCIALIZACION

As previously mentioned, the literature relevant to this scope does not provide clear definition of the main subject of study. The correlations made by the interviewees show this difficulty, it can be seen that some bases in the same array was repeated as the first choice of some respondents. This fact confirms the breadth of meanings that the term theoretical Sports Media may have.

Moreover, the results show contribute to concrete definition of Social Sports, ie, less subjective. It can be seen from a feasibility analysis of these results, where you can have a definition, precisely in accordance with the correlations established between the bases and headquarters.

FINALLY CONSIDERATIONS

It is observed that the term Sports Social may be broader than its description as provided by sub dimension Tubino (2001). The author believes that the Sport Education and Sports Participation generate a link that covers the social context of sports. However, it is believed that the complexity and progressive spread of this, direct you to own your own size. Its applicability requires all individuals interested in its use, an ability to know, understand and analyze the matrices displayed in this research. It is said that according to the perception in relation to choices made by the interviewees suggest that such arrays be useful to undergird and support the activists in this field of work that grows every day, adding to its practice various professions .The Sports Social argued in this study can not dispense with the basic principles relating to human, as the principle of inclusion. It should promote the participation of all individuals and as support for this purpose the historical baggage of the current Trimm, from Norway, which began in the past.

The sport as an educational instrument, even in situations extrinsic to the school environment, should engage with the spread and multiplication of values, and morals and ethics guiding their. Only after the construction of a new society based on these values and expectations inclusion is to be achieved provided we use this model of sport as a promoter component of socialization.

There is also the question of playfulness, which the Social Sports need to be submitted. These practices can not be conceived and proposed as something that will not arouse in people the playful and fun aspect in their activities, as well as to advise to ensure fairness to all those who propose to participate in activities. Thus, we emphasize the pleasure and the consequent feeling of practice linked to excellence in delivering projects socio-sports. As a result of this process, generate will be the integration of the individuals involved.

The International Charter of Physical Education and Sport of UNESCO, published in 1978 and Article 217 of the Constitution of 1988 guaranteed to be right for all citizens to practice the sport. Thus Tubino (2001) describes about the fact that this practice should be the rule, designed for everyone, irrespective of their membership.

Undoubtedly, this author is the one that best expressed in terms of theoretical conceptualization Sports Social. However, it is believed that the presentation of the arrays and their ability to promote new and timely discussions on the subject.

This belief may be plausible due to the fact that humans perceive as a necessarily social, so mutant, generating continuous change in all organisms that surrounds it. Thus, also sees the sport as something changeable, worthy of admitting new prospects, following any change in this society.

It is hoped that this study will be useful to the academic community and all those sensitive to the theme of Social Sport.

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ABSTRACT:

According to the available literature there is some doubt in the conceptualization of the term "Social Sports. Part of this doubt can be attributed to the absence of explanatory text that defines and promotes best among professionals of physical education a reflection on the subject. It is also noticed the lack of a standard that will be used by everyone in this area and is able to guide the studies in Physical Education and Sports. Thus, this work has endeavored to conceptualize the term social sport from what the professional feel, there, and especially experiences in their daily work. To this end, we asked 70 physical education professionals who campaign with sport in social projects describe on the topic. Used as an instrument questionnaire adapted from Go Tani (2007).Based on the arrays pointed out that the objective social sport, social inclusion, aimed at the participation, it deals with values, is concerned about socialization, undergoes playfulness, is focused on equity, and emphasizes leisure results in integration. Therefore, the data collected suggest a reference for researchers and professionals working in this area.

KEYWORDS: Sports. Physical Education. Social Sport.

LE SPORT SOCIAL: À LA RECHERCHE DU CONCEPT ET DES LIGNES DIRECTRICES À PARTIR DU POINT DE VUE DU PROFESSIONNEL DE L'ÉDUCATION PHYSIQUE QUI AGIT DANS LES PROJETS SOCIAUX ET SPORTIVES DE LA VILLE DU RIO DE JANEIRO.

RÉSUMÉ:

Selon la littérature disponible, il y a quelque doute à s'évaluer le terme « Sport Social ». Une partie de ce doute peut être attribuée à l'absence de textes explicatifs qui le définisse mieux et qui promeuve ume réflexion sur le sujet entre les professionnels de l'Éducation Physique. On perçoit encore l'absence d'une norme qui peut être utilisée par tout le monde dans ce domaine, capable de guider les études en Éducation Physique et des Sports. De cette manière, ce travail s'est éfforcé à évaluer le terme sport social à partir de ce qui le professionnel sent, vérifie et, surtout, il vit dans son travail quotidien. Pour cela, nous avons demandé à 70 professionnels de l'Éducation Physique qui militent avec sport social pour décrire sur la thématique. Nous avons utilisé comme instrument un questionnaire basé sur Go Tani (2007). Basé sur les matrices établies il s'est observé que le sport social a l'objectif de promouvoir l'inclusion sociale, vise à la participation, s'occupe avec des valeurs, s'inquiète avec la socialisation, se guide pour l'équité, souligne le loisir et résulte dans intégration. Ainsi, les données recueillies suggèrent une référence pour les chercheurs et les professionnels qui travaillent dans ce secteur.

MOTS-CLÉS: Sport. l'Éducation Physique. Sport Social

DEPORTES SOCIAL: EN BUSCA DEL CONCEPTO Y DIRECTRICES DE LA PERSPECTIVA DE LOS PROFESIONALES DE EDUCACIÓN FÍSICA DEL PROYECTO SOCIO ATUANTE DEPORTE EN LA CIUDAD DE RIO DE JANEIRO.

RESUMEN:

Según la literatura disponible existe incertidumbre a conceptualizar el término “Social Deportes”. Parte de esta duda puede atribuirse a la ausencia de um texto explicativo que lo defina y mejor promueva entre los profisionales de Eduación física una reflexión sobre la cuestión. Véase también la falta de un estándar que puede ser utilizado por todos en esta área y que sea capaz de orientar los estudios en la educación física y deportes. Por lo tanto, este trabajo se detiene a trabajar el concepto de deporte social a partir de lo que siente y conoce este profesional, sobre todo, em las experiencias diarias. Para ello, se solicitó que 70 profesionales de educación física describieram sobre el deporte social. Se usa como de un cuestionario basado en Go Tani (2007). Basado en modales establecidos, señalaron que deportivos de inclusión social, tiene como objetivo la participación, trabaja con valores, se preocupa por la socialización, se somete al lúdico, se establece a la equidad y las respuetas se Dan por La integración. Por lo tanto, los datos recopilados sugieren un marco para investigadores y profesionales que trabajan en este ámbito.

PALABRAS CLAVE: Deportes. Educación Física. Deportes Social

O ESPORTE SOCIAL: EM BUSCA DO CONCEITO E DAS DIRETRIZES A PARTIR DA ÓTICA DO PROFISSIONAL DE EDUCAÇÃO FÍSICA ATUANTE EM PROJETOS SÓCIO-ESPORTIVOS NO MUNICÍPIO DO RIO DE JANEIRO.

RESUMO:

De acordo com a literatura disponível há certa dúvida em se conceituar o termo “Esporte Social”. Parte desta dúvida pode ser atribuída à ausência de textos explicativos que o defina melhor e que promova entre os profissionais de Educação Física uma reflexão acerca do tema. Percebe-se ainda a falta de um padrão que venha a ser utilizado por todos nesta área e que seja capaz de nortear os estudos em Educação Física e Esportes. Desse modo, este trabalho preocupou-se em conceituar o termo esporte social a partir daquilo que o profissional sente, verifica e, sobretudo, vivencia em seu cotidiano profissional. Para tal, foi solicitado que 70 profissionais de Educação Física que militam com esporte em projetos sociais descrevessem sobre a temática. Utilizou-se como instrumento um questionário adaptado de Go Tani (2007). Baseado nas matrizes estabelecidas observou-se que o esporte social objetiva a inclusão social, visa à participação, ocupa-se com valores, preocupa-se com a socialização, submete-se à ludicidade, orienta-se para a equidade, enfatiza o lazer e resulta em integração. Assim sendo, os dados coletados sugerem um referencial aos pesquisadores e profissionais que atuam nesta área.

PALAVRAS-CHAVES: Esporte. Educação Física. Esporte Social

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