

129 - STRUGGLES AT SCHOOL: VALUABLE EDUCATIONAL TOOL FOR THE SECOND SEGMENT OF EDUCATION

ESP. THIAGO DE SOUSA ROSA^{1,2}

DR. RICARDO RUFFONI^{2,3}

MS. IVAN LUNA⁴

1 - Centro Integrado de Saúde Popular - CISP, RJ, BRASIL.

2 - Equipe Ruffoni de Judô, RJ, BRASIL.

3 - Centro Universitário Celso Lisboa - CEUCEL, RJ, BRASIL.

4 - Centro Universitário UNIABEU, RJ, BRASIL.

Rio de Janeiro/RJ – Brasil

thiago.rosaef@gmail.com

INTRODUCTION

The prizefight inserted in the school space are commonly adopted only as extracurricular activities, which restricts its practice only those who have had some contact prior to justify its quest as activity beds. This is often the fact that the school shall not perceive their educational potential and especially of the professional physical education does not feel able to ministrations this activity during the classes.

In addition to the option of the practice of some specific form of the fight to form extracurricular, the use of prizefight as activity in its broader concept during physical education classes school, can offer content that increase the framework of experiences essential for the child in its full development.

Minimising the educational value of the instrument and the difficulty of managing this activity in physical education classes are also a academic training, directed to inadequate corporal practices with the emphasis on sports modalities.

This created in physical educator the idea that to use the struggles in the classroom needs-if experience some sports such arrangements. It is worth highlighting that when we discussed the theme of the struggles in physical education school do not mean ministrations none modality sports in itself, but the broader concept defined in PCNs.

In this context, obtain information that contribute to the recovery of the fight as a pedagogical instrument within the school, can bring benefits that transcend the physical education reaching also other educational spheres. These gains may reaffirm not only the importance of its use as sports activity extracurricular, but mainly the lesson of physical education as a pedagogical instrument, through awareness on the part of the professional physical education.

OBJECTIVE

The objective of this study is to analyze the pedagogical opportunities that the content of prizefight may have in school and contribute to the training of students of the second segment of fundamental education.

METHODOLOGY

The methodology of a descriptive nature was performed through literature review of authors distinguished in the area of physical education and related to the subject of the struggles and physical education school, seeking a theoretical and systematizing the issues of this subject.

In order to underpin the topic were meeting in that study and compared, the concepts of physical education guiding contemporary and its flowing school, based on the culture of the movement and body against the backdrop of the process of historical change physical education school.

RELEVANCY

Considers-if this study of great importance for professionals need physical education extend their pedagogical tools, using the content of the struggles in their teaching in school. Thus breaking the paradigm of physical education school which focuses, only, in the famous quartet fantastic: futsal, volleyball, basketball, handball.

LITERATURE REVIEW

Physical Education Contemporary

The evolution of pedagogy in the educational system, driven by National Curriculum Parameters (PCNs 1997) brought us a new time of physical education. Although this is contemporary reality, not will abstain that it is the result of long and arduous journey transformer, shaped by years of relations and influences sociopolitical-sports.

The (PCNs 1998) affirm that in the twentieth century, physical education school brasilian, suffered influences of different philosophical currents, political tendencies, sounder scientific and pedagogical. These influences were now from the philosophy positivist, area medical (hygienism), military interests (nationalism, instructions pre-military), sometimes followed the changes in own pedagogical thinking (hillside school novista 1950S). Speaking on sports, Tubino (1998) clarifies: they fall within the scope of social relations, political, cultural and economic as object of struggles and having as background, seeking to expand and develop the processo of modernisation of society.

Ruffoni (2004) mentions that physical education is a moment of change of paradigm; of an education biologist, sportsman, technicality, for a pedagogy directed to the culture body movement. This change in focus educational in transcends, physical education teachers, the values that go beyond the simple sports practice, carrying-on mere coadjuvant in the educational process to important actors in the training citizen giving autonomy in practice and planning pedagogical school. The delegate autonomy for the construction of a pedagogical proposal integrated, the new law blames the school itself and the teacher by adaptation of educational action school to different situations and social demands (PCNs, 1998).

This freedom is of fundamental importance for the teachers with the school can respect and to adapt to the values, codes and beliefs, or is, cultural reality of the community that surround them and act as agents processors these children.

Culture and Culture Body Movement

Culture is the set of codes symbolic recognizable by the group, and it is through these codes as the individual is formed since birth (PCN s, 1998). Malagodi & Cesnik (2001) also say that culture is so linked to human life without it the development of the human being would never be possible.

This establishes the link between the individual with its cultural and how they are complementary, it is evident that education is an individual case and the same time collective, wherefore must be seen within a context of social interaction and not individual. Aristotle already stated: there is no science of the individual.

Morin (2000) tells us that the education of future requires an effort transdisciplinary able to break with the opposition between nature and culture. Still according Sergio (1997) the human phenomenon is composed of nature, culture, objectivity and subjectivity, immanence and transcendence. Thus school needs to be an act, seen overall vision with a holistic and not only directed to a given segment corporal.

Makes-is incontestable the seriousness with which the professional of pedagogical area, more specifically the professor of physical education, must work its content. Spotter, planning and adapting their classes in accordance with local requirements and parameters of cultural community to which the student is inserted.

We cannot ignore the new role which we have requested and continue to face the practices in school sports way technicality and selective and robotization of movements paradigmatic, without worrying about the culture and the inclusion in the culture body movement. Makes-if necessary by means of a culture that the individual develop its values, with direct or indirect influence on the behavior, attitudes and concepts of the child. The student must be the end of the process and we cannot reach the end ignoring the environment.

The transmission of cultural framework is largely responsibility of the teacher, as agent formator of opinion and mirror social for the child, must act according to the principles and moral values and cultural governing that group. Highlight the positive aspects and generating processing negative aspects of the local culture.

As a pedagogical instrumental struggles

To search for integral formation of the child imposes challenges that bring to our journey academic, leading to a continuing education in order to add knowledge and tools to help this difficult, however pleasurable task. The desire to offer experiences varied students, the fight could serve as an instrument determinant for auto discovery, as well as, a means of development of mobility (Motta & Ruffoni, 2006). In the version of the author Ruffoni (2004), the PCN's (1998) determine and enhance the participation of pupils in games, struggles and sports inserted in the educational context, is recreational or competitive. The said document says that: In a country where pulsam to coop, samba [...], among other manifestations, it is surprising fact physical education, [...] have disregarded these productions of popular culture as object of teaching and learning (P.71 and 72).

The definition of prizefight according to the PCNs (1998) are disputes that the(s) opposing(s) must(m) be subjugated(s), through techniques and strategies of imbalance, bruises, immobilization or exclusion of a given area in the combination of actions of attack and defense. In this context the fights can easily be worked in the classroom through games and play, leaving it to the creativity of teacher adapt this practice within their classes.

Darido and Rangel (2005) emphasize the importance of developing the content of physical education school, by means of dimensions: conceptual, attitudinal and lastly procedural. Where we can cite some examples in practice the struggles in the area procedural as capacity to act and adapt-if included in a range of displacements and ducts motoras which will be improved in the course of classes. The image of the body, the development of their perception spatial, equilibrium, posture, push, immobilize, coordination, among others.

In the area attitudinal we have the control of emotions, direct contact, the opposition, to combat must touch the colleague, win, pleasure, the training of character, internal discipline, accept be projected under the body of the other, control of emotions in defeats and season in victories, provide in children, pleasure and joy in confront, the channelling of aggressiveness, respect the rules etc. and finally in size conceptual thinking of the construction of observation, process of evaluating, compare and the elaboration of rules. Establish a relationship between the expertise (agency) with the results, to organise their actions, teacher/pupils, organization of the rules by exchange of dialog and experience.

These activities must only stick to the regulations that are able to punish attitudes of violence and unfaithfulness, adding moral values and ethical practice. We can adopt as examples of prizefight since games and play such as cable-of-war, arm-of-iron, sumo, ranca-tail, until practices more complex coop, judo and karate.

Of all forms struggles may be rich tools for the development of human motricity, because not limited to natural movement and require its majority, gestures further elaborated in their practitioners. In addition to its importance motora, they are normally accompanied by a large freight philosophical, as is the case of judo, and cultural where we can cite also coop. These values learned in sports are easily reflected and placed the proof in daily life of the child, where it is faced with situations of insecurity, fear, lack of control, agent plumber aggressiveness, level of anxiety, among others.

Motta & Ruffoni (2006) stated that the struggles, are not only physical techniques for the body, but also a principle philosophical to strengthening the spirit. The teacher, therefore, based on scientific basis, operationalise this practice associated with culture corporal and arouse such values, which certainly led children to develop not only the technique, but mainly its cognition and their conceptions attitudinal.

The struggles in the second segment of the Fundamental School

The second segment of the fundamental school, which comprises the 6th to 9 year old, 5th to 8th series, takes on average children age from 11 to 15 years. According to the PCNs Physical Education (1998), the final work in the series of fundamental education is of great relevance to the extent that enables pupils with a widening of vision of culture body movement, and so, it allows autonomy for the development of a personal practice and the ability to interfere in the community, is the maintenance or in the construction of spaces for participation in cultural activities, in accordance with the block of content exposed; as games, sports, gym struggles, and dances, for the purposes of leisure, the expression of feelings, affection and emotions (PCN, 2007)

The insertion of sports practice and culture body movement in this segment of the school, takes on greater value, it is at this age, second field study performed by Neves (2002), that the motivation to learning is more intrinsic. AMERSHAM (2001) adds that, this student involves-in activities that offer the opportunity to improve their knowledge and his abilities, as the individual extrinsically motivated performs a task school only to improve their notes, or achieve prizes and praise.

The same author, AMERSHAM (2001), complete in educational context, the activities must be implemented to develop the elements promoters intrinsic motivation. Games that awaken curiosity, the spirit of defiance of students are promoters intrinsic motivation. Marco and Junqueira (1993) consider that it should be noted that the motivation sports is determined, on the one hand, the possibilities of sport as specific field of action and of experience, and on the other hand, by the influence of motivational aspects specific to the personality.

This age group, consisting of the second segment of basic education, the fight can be worked of various forms

including with predominance of partial method, which emphasizes the practice of modality more complex. This can be developed within the school as a sport or only as a game recreational, leaving it to the teacher that choice in accordance with the time and the profile within the context of culture corporal.

The direct contact promoted by fights between individuals that segment is of fundamental importance, whereas this phase corresponds in majority the onset of puberty. In that period the modifications body noticed in individuals of both sexes, attract fears and curiosities about the other. The approach of themes PCN (1998), in particular the sexuality makes-is essential and can be made through questions pre-operacionalizadas in the course of classes.

FINAL CONSIDERATIONS

By means of a brief historical survey, it was possible to identify the model of the contemporary taking as a basis and guiding principle the culture body movement. Thus, it was possible to analyze and conclude the relevance of the fight as a pedagogical instrument and diffuser of culture corporal.

More than a simple option, the struggles proved valuable tool in all school levels, especially in the second segment of fundamental education. In addition to offer a framework infinite possibilities motor, which emphasizes its use this age group, the struggles in general bear in itself a strong load philosophical, in addition to moral and ethic principles so rare today, which also adds more value to their practice.

We conclude that this precious instrument should not be restricted only to extracurricular activities and yes must be carried into physical education classes. It is not expected that the teacher give lessons of none modality specifies fight, but that it is able to understand the concept defended by PCNs (1998) and authors, adapting the relevant practice within the framework of physical education classes school. Therefore the same will be able to carry for their lessons the principles of prizefight an ally so rich in arduous task to educate in addition to providing a break paradigm of robotization of movements and yes guided the principles of culture body movement.

REFERENCES

- BRASIL, Ministério da Educação e do Desporto. Secretaria de Educação Fundamental. **Parâmetros Curriculares Nacionais – Educação Física – V.7.** Brasília: MEC/SEF, 1997.
- BRASIL, Secretaria de Educação Fundamental. **Parâmetros Curriculares Nacionais: Educação Física.** Secretaria de Educação Fundamental - Brasília: MEC/SEF, 1998.
- DARIDO, S. C.; RANGEL, I. C. A. **Educação Física na escola: implicações para a prática pedagógica.** Rio de Janeiro: Guanabara Koogan, 2005.
- DE MARCO, A; JUNQUEIRA, F. C. **Diferentes tipos de influências sobre a motivação de crianças numa iniciação esportiva.** In PICCOLO, V. L. N. (org.), **Educação Física Escolar: ser ou não ter?** Campinas, SP: Editora da UNICAMP, 1993.
- GUIMARÃES, S, E, R. **A organização da escola e da sala de aula como determinante da motivação intrínseca e da meta aprender.** In E. Boruchovith & J.A Bzuneck (Orgs) **A motivação do aluno: Contribuições da psicologia contemporânea.** Petrópolis, RJ: Vozes, 2001.
- MALAGODI, M & CESNIK, F.S. **Projetos culturais, elaboração, administração, aspectos legais.** Busca de patrocínio. 4 ed. SP: Escrituras, 2001.
- MORIN, Edgard. **Os setes saberes necessários à educação do futuro.** Tradução de Catarina e Eleonora F. da Silva e Jeanne Sawaya: Revisão técnica de Edgard de Assis Carvalho. São Paulo: Cortez. Brasília, DF: UNESCO, 2000.
- MOTTA, Alexandre; RUFFONI, Ricardo. **Lutas na infância: uma reflexão pedagógica.** Rio de Janeiro: Labesporte, 2006.
- NEVES, Lúcia Maria W.(org). **O empresariamento da educação: novos contornos do ensino superior no Brasil dos anos 1990.** São Paulo: Xamã, 2002.
- RUFFONI, Ricardo. **Análise metodológico da prática do Judô.** Mestrado em ciência da Motricidade Humana – Universidade Castelo Branco – UCB, Rio de Janeiro, 2004.
- SÉRGIO, M. **Motricidade Humana: liberdade e transcendência.** Revista episteme Ano 1, Nº1, Dez/Jan. 1997.
- TUBINO, M.J.G. **Teoria geral do esporte.** São Paulo: Ibrasa, 1987.
- _____. **O que é esporte. 1 reimpressão.** São Paulo; Brasiliense, 1999.

STRUGGLES AT SCHOOL: VALUABLE EDUCATIONAL TOOL FOR THE SECOND SEGMENT OF EDUCATION ABSTRACT:

The fights included in the school are usually adopted just as extracurricular activities, restricting their practice to only those who had some previous contact to justify its search as an extracurricular activity. This often stems from the fact the school did not see their educational potential and primarily from physical education teachers do not feel able to teach this activity during class. The aim of this study was to analyze the pedagogical possibilities that the contents of fights at school and may have help in training of students in a secondary school. A descriptive methodology was conducted by reviewing literature from respected authors in the field of physical education and related to the theme of fighting and physical education, seeking a theoretical and framing the questions on this theme. Through a brief historical review, it was possible to identify the model of contemporary physical education, which takes as its basic guiding principle and the body culture movement. More than a simple choice, the fight proved be valuable tool at all grade levels, especially in a secondary school. It is very important reflection the practice of the fights, or provide a breakdown of the paradigm of robotic movements and to guide to the principles of body culture of the movement.

KEY WORDS: struggles, school, tool educational, education.

LUTTES A L'ECOLE: EDUCATION PRÉCIEUX OUTIL POUR LE DEUXIÈME SEGMENT DE L'EDUCATION RESUME:

Les combats inclus dans l'école sont souvent adoptées comme les activités parascolaires, de restreindre leur pratique aux seuls ceux qui avaient des contacts antérieurs pour justifier sa recherche comme une activité parascolaire. Cela provient souvent du fait de l'école n'ont pas vu leur potentiel éducatif et principalement de professeurs d'éducation physique ne se sentent pas capables d'enseigner cette activité pendant la classe. L'objectif de cette étude était d'analyser les possibilités pédagogiques que le contenu de combats à l'école et peut avoir de l'aide dans la formation des étudiants dans le deuxième segment de l'éducation de base. Une méthode descriptive a été réalisée par la littérature revue par des auteurs respectés dans le domaine de l'éducation physique et en rapport avec le thème de combats et de l'éducation physique, à la recherche théorique et

la formulation des questions à ce sujet. Grâce à un bref rappel historique, il a été possible d'identifier le modèle de l'éducation physique contemporaine, qui prend comme principe directeur de base et le mouvement de la culture du corps. Plus qu'un simple choix, les luttes prouvent un outil précieux à tous les niveaux, en particulier dans la deuxième partie de l'éducation de base. Il est très important de réfléchir des luttes dans la pratique, ou de fournir une ventilation du paradigme de robot se déplace vers le nord et les principes de mouvement de la culture physique.

MOTS-CLÉS: luttes, l'école, outil éducation, l'éducation.

LUCHAS EN LA ESCUELA: VALIOSA HERRAMIENTA EDUCATIVA PARA EL SEGUNDO SEGMENTO DE LA EDUCACIÓN

RESUMEN:

Las luchas inseridas em el ambiente escolar comúnmente adoptadas como actividades extracurriculares, restringiendo su práctica solo a los que tuvieran algún contacto previo que justificase su búsqueda como actividad extra. A menudo, esto se debe al hecho de que la escuela no ve su potencial educativo y, especialmente, del profesional de educación física no se sentir capaz de enseñar esta actividad durante las clases. El objetivo de este análisis fue examinar las posibilidades pedagógicas que los contenidos educativos relacionados a las luchas pueden tener en la escuela, contribuyendo para la formación de los estudiantes del segundo segmento de la educación básica. La metodología de naturaleza descriptiva se realizó mediante la revisión de la literatura por autores de renombre en el ámbito de la educación física y relacionados con la temática de las luchas y de la educación física escolar, buscando un referencial teórico y sistematizando las cuestiones sobre el tema referido. A través de una breve reseña histórica, fue posible identificar el modelo de la educación física contemporánea, que toma como principio básico la cultura corporal del movimiento. Más que una simple alternativa, las luchas resultaran valiosas herramientas en todos los niveles escolares, especialmente en el segundo segmento de la educación básica. Es muy importante entonces la reflexión sobre la praxis de las luchas, proporcionando una rotura del paradigma de la mecanización de los movimientos y orientándola para los principios de la cultura corporal del movimiento.

PALABRAS CLAVE: luchas, escuela, herramienta educativa, educación.

LUTAS NA ESCOLA: VALIOSA FERRAMENTA PEDAGÓGICA PARA O SEGUNDO SEGMENTO DO ENSINO FUNDAMENTAL

RESUMO:

As lutas inseridas no espaço escolar são comumente adotadas apenas como atividades extracurriculares, o que restringe sua prática apenas àqueles que tiveram algum contato anterior que justifique a sua busca como atividade extra. Isso decorre muitas vezes do fato da escola não enxergar seu potencial educativo e principalmente do próprio profissional de educação física não se sentir apto a ministrar essa atividade durante as aulas. O objetivo do presente estudo foi analisar as possibilidades pedagógicas que os conteúdos de lutas podem ter na escola e contribuir na formação dos alunos do segundo segmento do ensino fundamental. A metodologia de natureza descriptiva foi realizada através da revisão de literatura de autores conceituados na área da educação física e relacionados à temática das lutas e da educação física escolar, buscando um referencial teórico e sistematizando as questões do referido tema. Por meio de um breve resgate histórico, foi possível identificar o modelo de educação física contemporâneo, que toma como base e princípio norteador a cultura corporal do movimento. Mais do que uma simples opção, as lutas se mostraram ferramenta valiosa em todos os níveis escolares, especialmente no segundo segmento do ensino fundamental. Torna-se de grande relevância a reflexão sobre a práxis das lutas, ou seja, proporcionar uma quebra paradigmática da robotização de movimentos e norteá-la para os princípios da cultura corporal do movimento.

PALAVRAS-CHAVE: lutas, escola, ferramenta pedagógica, ensino fundamental.