

35 - THE APPLICABILITY OF THE CONTENT FIGHTES IN THE LESSONS OF PHYSICAL EDUCATION: A STUDY WITH TEACHERS OF THE PUBLIC SCHOOLS OF ITATIRA-CE

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Introduction

The emergence of man and his unfolding while being in need of survival forced him to strive for favorable conditions in view of the supply of vital conditions. In this way, it is permissible to consider that the struggles were initially constituted in the oldest civilizations, among them, we can mention: Greece, Rome, India and China (FERREIRA, 2016).

The struggles have developed procedurally becoming one of the elements of the body culture, considering that this conception covers all the human manifestations related to the body originated in the dynamicity of the culture from the collective reality (LOPES and KERR, 2015). As part of the school curriculum, Physical Education inserts the Fights as one of its contents, in this case, the National Curricular Parameters (PCNs / BRAZIL, 1998) define the Fights as: "disputes in which the opponent (s) (m) to be subjugated, with techniques and strategies of imbalance, contusion, immobilization or exclusion of a certain space in the combination of actions of attack and defense. Thus, along with sports, dance, gymnastics, games and games, Fighting practices are considered possibilities of corporal experience in the school environment.

Physical Education with its multiple manifestations must be assumed as a discipline of relevance, considering the contributions that this content offers in the physical, cognitive, affective and social aspects of the subjects, among which the Fights is a constituent part in the offering of such benefits, since is developed in an educational perspective (FREITAS; CUNHA; SILVEIRA, 2011).

The present study was carried out in the municipality of Itatira, located in the central sertão of Ceará at 184, 9 km from the state capital, Fortaleza. Between the years of 2012 and 2013, as a conclusion work of the Degree in Physical Education I carried out a study about the context of the practice of physical education teachers in the municipal and state schools of the mentioned municipality. Among the conclusions of the research, it was verified that most of the teachers who taught the discipline were not trained in Physical Education; in addition, other difficulties that permeated the context of the teachers were identified: lack of materials and infrastructure in schools and lack of interest in class.

This scenario has been progressively changing, mainly regarding the training of teachers, considering that the Federal Institute of Education, Science and Technology with the Campus located in the municipality of Canindé has been forming through the Degree in Physical Education professionals who currently teach in the schools of Itatira and other municipalities in the central sertão.

The research developed was motivated by a proposed activity in the course of the Movement Manifestations of Movement: Fights, offered by the Specialization in Physical Education in Basic Education carried out by UECE (State University of Ceará) in the distance modality through UAB of Brazil.

Goal

Check the applicability of the content Fights in the classes of Physical Education in public schools of Itatira-CE.

Methodology

The methodology was based on a quantitative and qualitative approach, through the application of a questionnaire with questions 5 closed questions and 1 open question proposed by Ferreira (2006) in a study on the practice of School Physical Education Struggles in the municipality of Fortaleza in Ceará. The questionnaire asks teachers about the use of the content Fights in class, what they consider to be fights, the possibility of applying them in early childhood education and the relationship between fights, violence and aggression.

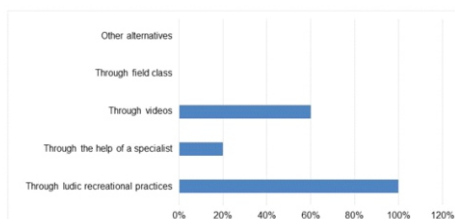
The study was carried out with 5 teachers who teach physical education classes in municipal and state public schools in the city of Itatira-CE. Of the teachers surveyed, 40% (n = 2) work in primary education, 40% (n = 2) teach in high school and 20% (n = 1) teach classes in elementary and high school. The questionnaire was applied via e-mail to 1 teacher and in person to 4 teachers.

Among those surveyed, 80% (n = 4) of professors practice their profession at three years on average and 20% (n = 1) have been teaching physical education for more than 20 years. The schools in which they work present a satisfactory structure for the classes, since they have spaces like multisport blocks, however, the necessary materials are insufficient mainly in the state schools.

Results and discussion

From the answers collected and analyzed the following results were represented represented by figures:

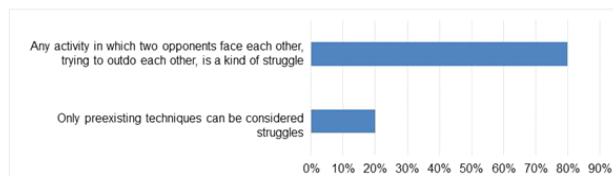
Figure 1: Do you use fights in your Physical Education classes? If the answer is yes.



Of the teachers who were part of the study 100% (n = 5) use the Fights as content of the Physical Education classes, so we decided not to present a graph in the case of a negative answer, since there was no. By means of this finding, we can consider that among the teachers there is a commitment to approach in the classes the diversity of contents, overcoming the predominance of the technician sport in a predominant way in the Physical School Education. In a review study conducted by Silva and Sampaio (2012) on the contents of the discipline during the elementary school, it was shown that dance, gymnastics and games of pedagogical practice are elided and that sport is adopted as the main content in the final series of this discipline. stage.

In relation to the use of the Fights, teachers claim that the pedagogical treatment with this content in methodological aspects, 100% of teachers (n = 5), affirm that they use recreational / recreational practices, 60% (n = 3) to the students related to the Fights, 20% (n = 1) seek the collaboration of a specialist in these practices so that it can offer a contribution in the school space. We can observe that most teachers adopt recreational and playful methodologies, favoring the participation and inclusion of the students, because the emphasis is on the experience, not the performance or technical performance. This perspective is corroborated by Mazini Filho et al (2014) who undertook a study on School Physical Education Struggles and playfulness was recognized as the predominant form in content development.

Figure 2: Do you consider that fights are just pre-existing forms such as Karate, Boxing and Capoeira or do you think that tug-of-war and arm-rail are also forms of struggle?



When questioned about what they consider to be Fights, 20% (n = 1) of the teachers surveyed stated that Fights are only the pre-existing techniques, 80% (n = 4) of teachers responded that Fighting is any activity in which two opponents face, trying to outdo each other. This result is positive in the perspective that the majority of teachers comprehend in a wide way the concept of Struggles and consequently they adopt in their classes diversified methodologies for the pedagogical approach, being such games as tug of war and arm of iron are practiced like types of struggles in School Physical Education, this understanding is defended by the PCNs of the discipline (BRASIL 1998).

The third question of the questionnaire, asked the respondents what type of Struggle should be worked in the school, it is not a closed question, each teacher will be identified by a number and the answers will be presented:

Professor 1: "Fights should be worked through playful opposition games"

Teacher 2: "Fights like Karate and Capoeira should be proposed to students considering the values provided by these practices"

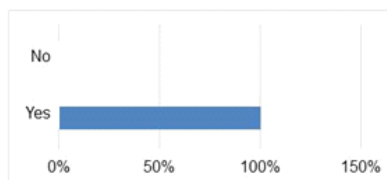
Teacher 3: "Judo is an important struggle to be inserted in class by the principles that characterize it"

Teacher 4: "The struggles developed need to be recreational and playful"

Teacher 5: "I develop a diversity of struggles, provided they are in the curricular proposal of the discipline"

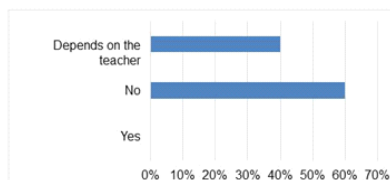
The responses show that, when reporting what kind of fights should be practiced in the school, teachers are divided between playful practices, specific fights such as Judo, Capoeira and Karate, and the diversity of practices, revealing the importance of the teacher pedagogical value and in the methodological form that will effectively contribute to the formation of the student.

Figure 3: Is it possible to work with Fights in Early Childhood Education?



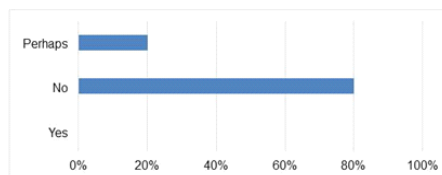
The teachers participating in the research were questioned about the viability of the approach to Childhood Education, 100% (n = 5) of respondents answered that yes, it is possible from the earliest stages of Basic Education to insert this component of Body Culture. It is perceived the consideration assumed by the teachers as to the importance of the corporal experiences in the childhood made possible by the Fights in the psychomotor, affective and social development. Physical Education is considered important in Early Childhood Education, since it contributes to the construction of knowledge (GAVA et al, 2010).

Figure 4: Do you consider that the practice of fighting generates violence?



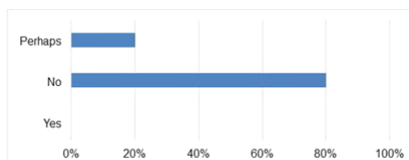
To reflect on the relationship between the practice of Fights and violence, 60% (n=3) of teachers stated that these experiences did not promote violence and 40% (n = 2) answered that it depends on the teacher if the Fights will contribute to attitudes violent With this, the role of the teacher in the conduction of the pedagogical treatment with the content is emphasized, so when we refer to the struggles it is primordial that there is the fostering of constructive values in the perspective of a culture of peace. Pedagogical experiments carried out with the Struggles reveal the break with understandings established in common sense, such as the issue of violence, showing that there is no such relationship (LOPES; KERR, 2015).

Figure 5: Do you think your students would become more aggressive in fighting?



To reflect on the relationship between the practice of Fights and violence, 60% (n=3) of teachers stated that these experiences did not promote violence and 40% (n = 2) answered that it depends on the teacher if the Fights will contribute to attitudes violent. With this, the role of the teacher in the conduction of the pedagogical treatment with the content is emphasized, so when we refer to the struggles it is primordial that there is the fostering of constructive values in the perspective of a culture of peace. Pedagogical experiments carried out with the Struggles reveal the break with understandings established in common sense, such as the issue of violence, showing that there is no such relationship (LOPES; KERR, 2015).

Figure 5: Do you think your students would become more aggressive in fighting?



Finally, 83% (n = 5) answered that there is no such correlation and 16.6% (n = 1) affirmed that perhaps the Fights contributed to make the students more aggressive. It is necessary for the teacher to discuss in the context of his classes the benefits of the struggles in human formation, especially with regard to the affective aspects of self-control, self-control and respect for others as attitudes to combat violence.

Final considerations

The Physical Education in the school covers contents related to human construction through the body, with a view to human formation in an integral way. The fights are part of this cultural construction and should be accessible to all citizens in the scope of Physical School Education, for this, it is necessary to break with the paradigms that govern the teaching practice in the area ruled by the predominance of sports. From the results of the present study, it can be considered that the teachers studied recognize and adopt the Fights as content in their classes, relying in most cases on recreational and recreational practices, in an attempt to promote an inclusive Physical Education and integrator that contributes to the construction of critical and peaceful citizens.

Keywords: Fights; Physical School Education; Physical Culture

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THE APPLICABILITY OF THE CONTENT FIGHTES IN THE LESSONS OF PHYSICAL EDUCATION: A STUDY WITH TEACHERS OF THE PUBLIC SCHOOLS OF ITATIRA-CE.

Fights have developed procedurally becoming one of the elements of body culture. Physical Education with its manifold manifestations must be assumed as a discipline of relevance, considering the global contributions that this content offers to the subjects, among whom the Fights is a constituent part in the offering of such benefits. Check the applicability of the content Fights in the classes of Physical Education in public schools of Itatira-CE. The study was carried out with 5 teachers who teach Physical Education classes in municipal and state public schools of the mentioned municipality, using a quantitative and qualitative approach, through the application of a questionnaire with questions 5 closed questions and 1 open question. The results show that 100% (n = 5) of teachers use Fights as content of Physical Education classes, regarding methodology 100% of teachers (n = 5), say that they use recreational / recreational practices, 60% (n = 3) present videos to students related to the Fights, 20% (n = 1). On what kind of fights should be practiced at school, teachers are divided into playful practices, specific struggles such as Judo, Capoeira and Karate, and the diversity of practices, revealing the importance of the teacher to be firm in

recognizing the pedagogical value and methodological form which will effectively contribute to the student's education. To reflect on the relationship between the practice of Fights and violence, 60% (n = 3) of teachers stated that these experiences did not promote violence and 40% (n = 2) answered that it depends on the teacher if the Fights will contribute to attitudes violent. From the results of the present study, it can be considered that the teachers studied recognize and adopt the Fights as content in their classes, relying in most cases on recreational and recreational practices, in an attempt to promote an inclusive Physical Education and integrator that contributes to the construction of critical and peaceful citizens.

Keywords: Fights; Physical School Education; Physical Culture

L'APPLICABILITÉ DU CONTENU FIGHTES DANS LES LEÇONS DE L'ÉDUCATION PHYSIQUE: UNE ÉTUDE AVEC LES ENSEIGNANTS DES ÉCOLES PUBLIQUES D'ITATIRA-CE.

Les combats se sont développés de manière procédurale en devenant l'un des éléments de la culture corporelle. L'éducation physique, avec ses manifestations multiples, doit être considérée comme une discipline pertinente, compte tenu des contributions globales que ce contenu offre aux sujets, parmi lesquels les luttes sont une partie constitutive de l'offre de tels bénéfices. Vérifier l'applicabilité du contenu Combats dans les classes d'éducation physique dans les écoles publiques d'Itatira-CE. L'étude a été menée avec 5 enseignants qui enseignent des cours d'éducation physique dans les écoles publiques municipales et de l'État dans cette municipalité, une approche quantitative et qualitative a été utilisée, par l'application d'un questionnaire avec des questions 5 questions fermées et une question ouverte. Les résultats montrent que 100% (n = 5) des enseignants utilisent les luttes que le contenu des cours d'éducation physique, la méthodologie 100% des enseignants (n = 5), prétendre que l'utilisation de pratiques de loisirs / de loisirs, 60% (n = 3) présente des vidéos aux étudiants liées aux combats, 20% (n = 1). Quel genre de combats qui doit être pratiqué à l'école, les enseignants sont divisés entre les pratiques ludiques, les luttes spécifiques comme le judo, le karaté et Capoeira et les pratiques de diversité, révélant l'importance de l'enseignement d'un pied dans la compréhension de la valeur pédagogique et méthodologique façon qui contribuera efficacement à l'éducation de l'élève. Pour réfléchir sur la relation entre la pratique des combats et la violence, 60% (n = 3) des enseignants ont déclaré que ces expériences ne favorise pas la violence et 40% (n = 2) ont répondu que cela dépend de l'enseignant si Combats contribueront dans les attitudes violent. D'après les résultats de cette étude peut être considéré que les enseignants interrogés reconnaissent et adoptent les luttes comme contenu dans leurs classes, en profitant la plupart du temps à jouer et les pratiques récréatives, dans le but de promouvoir une éducation physique inclusive et intégrateur qui contribue à la construction de citoyens critiques et pacifiques.

Palavras chave: Combats; Éducation physique à l'école; Culture du corps

LA APLICABILIDAD DEL CONTENIDO LUTAS EN LAS CLASES DE EDUCACIÓN FÍSICA: UN ESTUDIO CON PROFESORES DE LAS ESCUELAS PÚBLICAS DE ITATIRA-CE.

Las luchas se desarrollaron procesalmente convirtiéndose en uno de los elementos de la cultura corporal. La Educación Física con sus múltiples manifestaciones debe ser asumida como disciplina de relevancia, considerando las contribuciones globales que ese contenido ofrece a los sujetos, entre las cuales las luchas son parte constituyente en el ofrecimiento de tales beneficios. Verificar la aplicabilidad del contenido Luchas en las clases de Educación Física en escuelas públicas de Itatira-CE. El estudio fue realizado con 5 profesores que ministraban clases de Educación Física en escuelas públicas municipales y estatales de dicho municipio, se utilizó un abordaje cuantitativo y cualitativo, a través de la aplicación de un cuestionario con cuestiones 5 cuestiones cerradas y 1 cuestión abierta. Los resultados muestran que el 100% (n = 5) de los profesores utilizan las Luchas como contenido de las clases de Educación Física, en cuanto a la metodología 100% de los profesores (n = 5), afirman que se utilizan de prácticas recreativas / lúdicas, el 60% (n = 3) presentan videos a los alumnos relacionados con las luchas, el 20% (n = 1). En cuanto a qué tipo de luchas deben ser practicadas en la escuela, los profesores se dividen entre prácticas lúdicas, luchas específicas como Judo, Capoeira y Caratê y la diversidad de prácticas, revelando la importancia del docente de firmarse en el reconocimiento del valor pedagógico y en la forma metodológica que efectivamente contribuirá en la formación del alumno. Para reflexionar sobre la relación entre la práctica de Luchas y la violencia, el 60% (n = 3) de los profesores afirmó que esas vivencias no promueven violencia y el 40% (n = 2) respondieron que depende del profesor si las luchas contribuir en actitudes violentas. A partir de los resultados del presente estudio, se puede considerar que los profesores encuestados reconocen y adoptan las Luchas como contenido en sus clases, valiéndose en la mayoría de las veces de prácticas lúdicas y recreativas, en el intento de promover una Educación Física inclusiva y, integradora que contribuya a la construcción de ciudadanos críticos y pacíficos.

Palavras chave: Luchas; Educación Física Escolar; Cultura Corporal

A APLICABILIDADE DO CONTEÚDO LUTAS NAS AULAS DE EDUCAÇÃO FÍSICA: UM ESTUDO COM PROFESSORES DAS ESCOLAS PÚBLICAS DE ITATIRA-CE.

As Lutas se desenvolveram processualmente se tornando um dos elementos da cultura corporal. A Educação Física com suas múltiplas manifestações deve ser assumida como disciplina de relevância, considerando as contribuições globais que esse conteúdo oferece aos sujeitos, entre as quais as Lutas é parte constituinte no oferecimento de tais benefícios. Verificar a aplicabilidade do conteúdo Lutas nas aulas de Educação Física em escolas públicas de Itatira-CE. O estudo foi realizado com 5 professores que ministram aulas de Educação Física em escolas públicas municipais e estaduais do referido município, foi utilizada uma abordagem quantitativa e qualitativa, por meio da aplicação de um questionário com questões 5 questões fechadas e 1 questão aberta. Os resultados mostram que 100% (n=5) dos professores utilizam as Lutas como conteúdo das aulas de Educação Física, quanto à metodologia 100% dos professores (n=5), afirmam que se utilizam de práticas recreativas/lúdicas, 60% (n=3) apresentam vídeos aos alunos relacionados às Lutas, 20% (n=1). Sobre que tipo de Lutas devem ser praticadas na escola, os professores se dividem entre práticas lúdicas, Lutas específicas como Judô, Capoeira e Caratê e a diversidade de práticas, revelando a importância do docente firmar-se no reconhecimento do valor pedagógico e na forma metodológica que efetivamente contribuirá na formação do aluno. Para refletir sobre a relação entre a prática de Lutas e a violência, 60% (n=3) dos professores afirmaram que essas vivências não promove violência e 40% (n=2) responderam que depende do professor se as Lutas irão contribuir em atitudes violentas. A partir dos resultados do presente estudo, pode-se considerar que os professores pesquisados reconhecem e adotam as Lutas como conteúdo em suas aulas, valendo-se na maioria das vezes de práticas lúdicas e recreativas, na tentativa de se promover uma Educação Física inclusiva e integradora que contribua na construção de cidadãos críticos e pacíficos.

Palavras-chave: Lutas; Educação Física Escolar; Cultura Corporal