

90 - THE TEACHING OF MARTIAL ARTS AT THE PHYSICAL EDUCATION CLASSES: A PROPOSAL OF CURRICULAR ORGANIZATION

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INTRODUCTION

The fights and martial arts are each time more gifts in the present time by means of the media, of the proper among others half practitioners of information.

Had this importance and great presence of the fights and martial arts in the present time if it becomes necessary its study inside and the quarrel of this cultural manifestation of form organized and systemize of the school.

In this way, the school while social and cultural space allows that the studied and institutionalized educational process occurs of organized form. The school education can be understood as a process that more organizes and makes possible deepened studies of knowledge that are gifts in the life of the pupils by means of knowing specific of each area of knowledge.

Amongst the knowledge areas gifts in the school it meets Physical Education with block-type organized proper contents of its area of knowledge, is they: the sport, the dance, the gymnastics, the games and the fights.

The fights and martial arts are a present cultural manifestation in the society, acquiring each time more space in the present time and therefore its presence in the school becomes necessary as curricular content to be studied. Thus, it is possible to affirm that the martial fights and arts while a culturally constructed movement consists as content of disciplines Physical Education.

However it is possible to perceive a difficulty in working the content Martial Fights and Arts in the school on the part of some professors, for not knowing very as well as approaching this content. Of this way the necessity of a curricular organization of this content in a way appeared that inside facilitates its study of the school process. In accordance with PALMA, OLIVEIRA and PALMA (2008), for being social school one construct, the education that in it happens has a social and cultural function and the resume is organized so that the school fulfills its function, guaranteeing to its integrant o access knowing to them socially available.

CHARACTERIZATION OF THE MARTIAL ARTS

The first manifestation of fight was in the daily pay history, the search of the survival and for territory. From there the first rudimentary tools had appeared that later would come to be used as weapons.

In accordance with Rui Marta (2002), before knowing the expression forms, as speech or writing, the man used the fight as alive expression of its species to demonstrate its primitive feelings.

When we deepen them the history of our ancestor we perceive that exactly they presented rudimentary forms of strategies to attack its canine tooth of small, average and of great transport. More nothing systemize, this had its frequent displacements in search of more fish and other foods. When we speak directly at the beginning of the fights we can say that it is first manifestation was a disorganization of movements, therefore would not have a logical sequence of movements of attack and defense systematization of trainings or technique.

The systematization is one of the most important concepts of the planning of the training that is a portion or division of the time in small segments, more easy to control called phases (Bompa, 2001).

Following for it is historical line we have the pancrasy as the first formularization of fight with specific blows, strategy and systematization having the Greeks and spartans as the detainers of this fight. Of which it consisted of blows and techniques of kicks, strangulations, graps and immobilizations do not limit of time for the fights, and alone it finished when one them fighters if relieved, or as it was not rare to happen, it died. But exactly being a brutal and violent fight incredible, the pancrácio one was one of the sportives modalities that composed the olimpics ones in old Greece, and second stories, were the sport of bigger prestige between the helenos.

According to Peter Payne (1997), from the year of 1900 approximately, the martial arts start to infiltrate themselves for the Europe and North America. First, it arrived, originating Japan, judô; from World War II other forms had been given know it many, because each more easy time became to have access the private traditions at the same time where it increased the interest for the culture and the eastern wisdom.

Thus such miscegenations had given to opening the formation and elaboration of new forms of fights such as the valley everything and MMA (Mix Marcial Arts), that they contemplate techniques of boxe, muay-thai, jiu-jitsu, sambo and fights Greek-Roman. For Rui Marta (2002), the practical one of the Fight can perfectly be integrated in the educative system of a people, leaving of the simple forms fight plays, until the processes of more advanced trainings, finds a gamma enormous of factors and situations that can contribute for the formation of its practitioners.

The term martial arts or military arts is an expression Latin occidental person and who has its origin in old Greece and Rome and is tied with the Mars God symbol of the greco-roman belief the war, where exactly affirmed that this god taught its knowledge of strategy, physical and mental development to the men.

With the propagation of the eastern martial arts for the world through the opening of the Japanese ports that occurred through the American invasion north in 1853 d. c., hundreds of different styles of martial arts had been developed in last the 2,000 years. Diverse distinct styles brought its proper sets of techniques and ideas.

The martial arts as a whole are characterized by a complex system of movements of attack and defense that can or not to involve weapons. Such system in its beginning was used with military matrix great battles and conquest of territories.

MARTIAL CLASSIFICATION OF THE FIGHTS AND ARTS

For one better agreement and study of the fights and martial arts in the school, were looked to elaborate an organization and systematization of the contents being followed some criteria.

First the martial fights and arts had been divided in accordance with its origin, that is: Orientals or Occidental people.

From the origin he is possible to classify them in: "he exempts" or of "he grasps". The considered arts free are those

that present movements and blows carried through in the emptiness.

The free martial arts if characterize for not presenting sequences of projections, falls and grasp, being developed or not in cliches where the practitioners collate themselves using the following anatomical structures: fists, elbows, knees, and test.

The free martial arts can be subdivided in: with and without utensils. That is, some martial fights and arts depend exclusively on some object for the practical one of the art. The utensils are martial tools that had also had its origin agriculture in its majority and under the form ornaments created for reigned and the priests, have seen, that such equipment is manipulated as if they were an extension of the proper body of the practitioners.

Already the classified ones in of "grasp" are considered the arts where it has a bigger contact with the opponent, normally taking the projections and falls.

Of "it grasps" if they characterize for sequences that can or not to take the aggressor for the ground thus searching the immobilization of the same and this can or not use of tools and martial utensils.

It is important to stand out that even so some in such a way free martial arts exist how much of grasps that also they are used of utensils, the nomenclature with utensils serves to assign the arts that depend exclusively on an object for practical its.

In the table to follow one better comment of the systematization is possible proposal:

SUBJECT	SUB-SUBJECT	
Orientals	Free with utensils	Haidong, Gumdo, Bujutsu laido, Iaijutsu, Kendô, Kenjutsu, Kyudo, Kyujutsu, Naginata, Neijia, Waijia, Hsing-I Chuan (Xingyiquan), I-Chuan (Yiquan), Wing Chun, Wu shu, Chi Kung (Qigong), Suai Jiao, Shobu-ryu
	Free without utensils	Karatê, Taekwon do, Muay Thai, Hapkido, Ninjutsu, Tai Chi Chuan, Baguazhang, Shaolim
	It grasps	Sumô, Jiu jitsu, Judô
Occidentals	Free with utensils	Esgrima
	Free without utensils	Capoeira, Kombato, Krav Magra, Savete Boxe, Full Contact, Luta Greco -Romana, Luta Livre, Vale tudo (MMA)
	It grasps	Morganti Ju Jitsu, Vale -Tudo (MMA), Wrestling e Sambo

CONCLUSION

The martial fights and arts configure each time more as a present important subject in the present time and justify it presence of this cultural manifestation in the school for all its amplitude and wealth of information and possible knowledge.

One expects that the study of the fights and martial arts in the school it is beyond the simple execution of movements of determined fights, but yes, that occurs a study in fact of this content: its origins, characteristics, similarities, rules, as they are configured in the present time between diverse other possible subjects.

From a systematization and organization of these contents it is possible one better planning and organization of this content in the lessons of Physical Education. The professor is about a study proposal, being always in charge of, who has all necessary autonomy for this, to think about as to approach the content in accordance with its context, its pupils and its necessity.

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THE TEACHING OF MARTIAL ARTS AT THE PHYSICAL EDUCATION CLASSES: A PROPOSAL OF CURRICULAR ORGANIZATION

ABSTRACT

The fights and martial arts are each time more gifts in the present time by means of diverse ways of information, they configure - as one of the blocks of knowledge of disciplines Physical Education in the school. In this way they are gifts in the pertaining to school context while curricular content of disciplines. However, it is possible to perceive that it has a lack of systematization and organization of this content in the school, thus making it difficult the education of this cultural manifestation. The objective of the following study is to consider a curricular organization for the education of the fights and martial arts, which had been classified in accordance with its origin: Orientals and Occidental, being able to be "of grasp" and "she exempts" with and without use of utensils. In this study it was looked to classificcate the main fights and martial arts as well as in accordance with classifying them its origins and variations. It has each time more martial studies on the education of the fights and arts in the school, however many times, focusing the content with an end in itself exactly, that is, aiming at only the execution of the

movements. In this way, a curricular organization for this content comes to contribute for one better understanding of the fights and martial arts as a field of analysis and reflection, with subjects important to be studied, beyond facilitating to the planning and development of the lessons of Physical Education for this content.

KEYWORDS: Physical Education, Education, Curricular Organization, Martial Arts.

L'ENSEIGNEMENT DE LUTTES ET LES ARTS MARTIAUX DANS LES LEÇONS D'ÉDUCATION PHYSIQUE SCOLAIRE : UNE PROPOSITION D'ORGANISATION CURRICULAIRE

RESUMÉN

Les luttes et les arts martiaux sont de plus en plus présents dans l'actualité au moyen de divers moyens d'informations, configurent - comme un des blocs de connaissance de la discipline Éducation Physique dans l'école. De cette ils manière sont présents dans le contexte scolaire tant que contenu curriculaire de la discipline. Néanmoins, c'est possible de percevoir qu'il y a un manque de systématisation et une organisation de ce contenu dans l'école, en rendant difficile ainsi l'enseignement de cette manifestation culturelle. L'objectif de la suivante étude est proposer une organisation curriculaire pour l'enseignement des luttes et des arts martiaux, qui ont été classés conformément à leur origine : Des orientaux et des Occidentaux, en pouvant être « de saisissent » et « il ait exempté » avec et sans utilisation d'ustensiles. Dans cette étude il s'est cherché elencar aux principales luttes et les arts martiaux ainsi qu'à classer eux conformément à leurs origines et variations. Il y a de plus en plus des études sur l'enseignement des luttes et des arts martiaux dans l'école, néanmoins beaucoup de fois, en focalisant le contenu avec une fin dans elle même, c'est-à-dire, en visant seulement l'exécution des mouvements. De cette manière, une organisation curriculaire pour ce contenu vient à contribuer à une meilleure compréhension des luttes et à des arts martiaux comme un champ d'analyse et de réflexion, avec des sujets importants être étudiée, outre faciliter à la planification et le développement des leçons d'Éducation Physique à ce contenu.

MOTS CLÉS : Éducation Physique, Enseignement, Organisation Curriculaire, Arts Martiaux.

LA ENSEÑANZA DE LAS LUCHAS Y ARTES MARCIALES EN LAS CLASES DE LA EDUCACIÓN FÍSICA: UNA OFERTA DE LA ORGANIZACIÓN DEL PLAN DE ESTUDIOS

RESUMEN

Las luchas y los artes marciales están cada vez que más presente en el actual tiempo por medio de maneras diversas de información, ellos configuran - como uno de los bloques de conocimiento de la educación física de las disciplinas en la escuela. De esta manera son presentes en referente a contexto de la escuela mientras que contenido del plan de estudios de disciplinas. Sin embargo, es posible percibir que tiene una carencia de la sistematización y organización de este contenido en la escuela, así la fabricación le difícil de la educación de esta manifestación cultural. El objetivo del estudio siguiente es considerar una organización del plan de estudios para la educación de las luchas y de los artes marciales, que habían sido clasificados de acuerdo con su origen: Orientales y el Occidental, pudiendo estar "de asimiento" y de "ella exime" con y sin el uso de utensilios. En este estudio era mirado a elencar las luchas principales y los artes marciales así como de acuerdo con clasificarlo sus orígenes y variaciones. Tiene cada vez estudios más marciales en la educación de las luchas y de los artes en la escuela, no obstante muchas veces, enfocando el contenido con un fin en sí exactamente, es decir, teniendo como objetivo solamente la ejecución de los movimientos. De esta manera, una organización del plan de estudios para este contenido viene contribuir para una mejor comprensión de las luchas y de los artes marciales como campo del análisis y de la reflexión, con los temas importantes ser estudiado, más allá de la facilitación al planeamiento y al desarrollo de las lecciones de la educación física para este contenido.

PALABRAS CLAVES: Educación física, educación, organización del plan de estudios, artes marciales

O ENSINO DE LUTAS E ARTES MARCIAIS NAS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR: UMA PROPOSTA DE ORGANIZAÇÃO CURRICULAR

RESUMO

As lutas e artes marciais estão cada vez mais presentes na atualidade por meio de diversos meios de informação, configuram - se como um dos blocos de conhecimento da disciplina Educação Física na escola. Dessa maneira estão presentes no contexto escolar enquanto conteúdo curricular da disciplina. Entretanto, é possível perceber que há uma falta de sistematização e organização deste conteúdo na escola, dificultando assim o ensino dessa manifestação cultural. O objetivo do seguinte estudo é propor uma organização curricular para o ensino das lutas e artes marciais, as quais foram classificadas de acordo com sua origem: Orientais e Ocidentais, podendo ser "de agarre" e "livre" com e sem utilização de utensílios. Neste estudo procurou-se elencar as principais lutas e artes marciais bem como classificá-las de acordo com suas origens e variações. Há cada vez mais estudos sobre o ensino das lutas e artes marciais na escola, porém muitas vezes, enfocando o conteúdo com um fim em si mesmo, ou seja, visando apenas a execução dos movimentos. Dessa maneira, uma organização curricular para este conteúdo vem a contribuir para uma melhor compreensão das lutas e artes marciais como um campo de análise e reflexão, com temas importantes a serem estudados, além de facilitar o planejamento e desenvolvimento das aulas de Educação Física para este conteúdo.

PALAVRAS CHAVE: Educação Física, Ensino, Organização Curricular, Artes Marciais.

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