97 - THE IMPORTANCE OF THE CONTENT OF FIGHTS IN PHYSICAL EDUCATION CLASSES IN SCHOOL

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INTRODUCTION

The initial proposal of the discipline of teaching methodology of the struggles is to work and develop the content of struggles that prioritizes sports initiation of a playful and giving condition to the physical education teacher, even without being an expert, to feel able to take the first steps to teach classes of content of struggles inserted in physical education. This also involves a better understanding of what be a fighting activity inserted at school or any institution, that has the educational aspect, and social formation as an immediate priority. Ruffoni (2005) detached that the struggle developed pedagogical practice in school serves as a pedagogical tool in education of children, when studied the fights as body culture, is detached as a manifestation that was developed for millennia in human history, should also be a goal of the discipline. (MESQUITA, 2013).

The definition of struggles, according to Parâmetros Curriculares Nacionais – PCN's (1998), is a contest in which (s) opponent (s) is (are) overwhelmed (s), using techniques and strategies imbalance, bruises, immobilization or exclusion of a delimited space on the combination of attack and defense actions. Of all forms, struggles may be rich tools for the development of human movement, because they are not limited to natural movements and require mostly, more elaborate gestures of its practitioners. Besides its importance motor, they are usually accompanied by a large cargo philosophical and cultural, as is the case of judo, where we mention also the capoeira.

These values learned in sports are easily reflected and put to the test in the children's daily life, where they are faced with insecurity situations, fear, uncontrolled situation, aggressiveness, anxiety, among other. (ROSA; RUFFONI; LUNA, 2011). In this sense, struggles have an important role as canalizing agent aggressiveness, besides reducing anxiety. Through classes of fights at school also can develop socialization, mutual respect and the promotion of health.

The aim of this paper was to verify the knowledge of the concept of struggle in the context of pupils of the last period of the degree course of UNIABEU in the first semester of 2013, as well as, analyzing the knowledge of the struggles in the school context of pupils of the third period licensure of UNIABEU, also in the first semester of 2013. This study compared the students' knowledge before and after the discipline of teaching methodology fights.

METHODOLOGY

The sample was seventeen students of the sixth period of both genders and nineteen students of the third period in physical education of UNIABEU, since the discipline of teaching methods struggles is given in the fourth semester. For this, the students answered a semi - structured questionnaire, with ten adapted questions from Ferreira (2006). Students who answered the questionnaire are all of the institution UNIABEU CENTRO UNIVERSITÁRIO, Campus Belford Roxo and agreed to participate in the research. The statistical analysis used to compare the results between the sixth and the third period was the Fisher's exact test.

ANALYSIS AND DISCUSSION OF RESULTS

The results show that the majority of students surveyed have practiced or practicing some kind of struggle. Were interviewed nineteen students in the third period and seventeen students from sixth period of undergraduate physical education UNIABEU. Among them, sixteen students (44.45%) said they have practiced some kind of fight, out of college.

Figure 1 shows that the vast majority of students feel able to minister classes of fights in the school context. Only two students from the sixth period (11.77%) and, therefore them already had studied the discipline of fights methodology, they do not feel able to minister the discipline fighting in school. The students of the third period of the course and therefore we have not had the discipline struggles, three (15,79%) answered that do not feel able to teach fights in school.

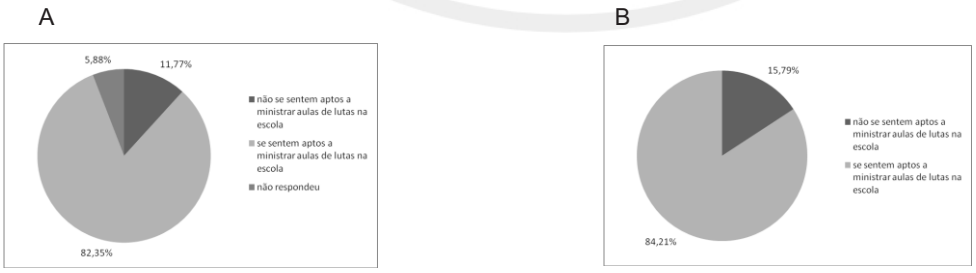


Figure 1. Perception from students who do not feel able to minister classes of fights in the school context. (A) students of the sixth period, and (B) students from the third period of undergraduate physical education UNIABEU.

For students who feel able to teach struggles in school physical education classes, the ways that these students intend to work the fights in school, were also surveyed. According to students, both from sixth (82.35%) and from third (36.84%) periods, the main way chosen was by playfulness and recreation (figure 2), Therefore, through playful the learning becomes easier and more enjoyable for students. For the physical education teacher becomes important to develop the fights in the school and use the playfulness as a methodological strategy (RUFFONI, 2005).

Although students of the sixth period have chosen this option almost exclusively, in other words, only 17.65% of the students chosen as second option to use videos and 5,88%, chosen field classes. 31.57% of the students from the third period

chose a presence of a specialist to work struggles in school, followed by 15.79% who chose to show videos, 10,53% field classes and 5.26% of students choose other alternatives.

Of nineteen students of the third period, only 3 students (15,79%), responded that they do not feel prepared to minister classes (figure 1B). However, we can see that these results are contradictory, because as the answer given by the students of the third period, who responded that they feel able to teach classes of fights in the school context, when they were questioned on how they would work the context of struggles, they responded with the help of a specialist (31,57%).

Note that the students interviewed could choose more than one alternative.

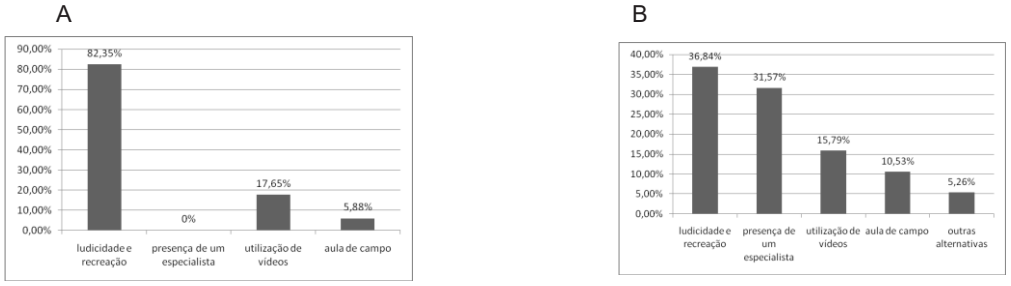


Figure 2. Main ways of working the struggles in school according to the students of the sixth (A) and third (B) periods of undergraduate physical education UNIABEU.

When questioned, if the struggles are just the traditional, as karate, boxe, capoeira, or if also arm wrestling or tug of war are considered forms of struggles, only three students of the sixth period against thirteen students from the third period responded that arm wrestling or tug of war are also considered forms of struggles (figure 3). This difference was statistically confirmed by Fisher's exact test p = 0,01824.

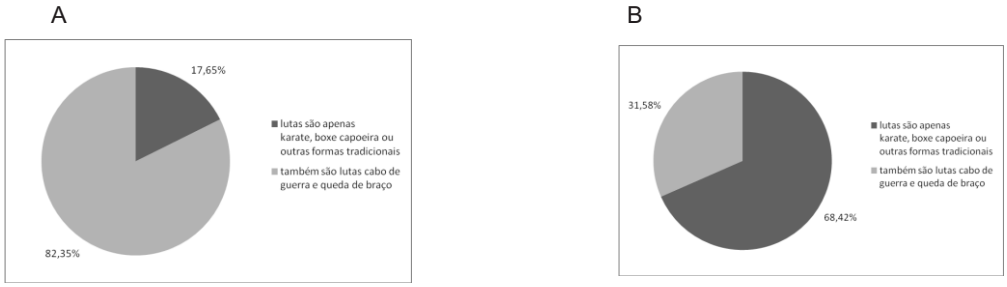


Figure 3. Perception of students as traditional forms of struggles (karate, boxe, capoeira) and non-traditional (arm wrestling or tug of war). p = 0,01824. (A) students from sixth period and (B) students from the third period undergraduate in physical education UNIABEU.

On the type of fight that students consider ideal to be work in school, both students of the two periods, fourteen of the sixth period (82.35%) and sixteen of the third period (84.21%), they elected the fight capoeira as ideal to be worked in school, as shown in figure 4. In second option, both students, eight of the sixth (47,06%) and nine of the third (47,37%) they elected the judo as the kind of fight ideal to be worked in school. Five students of the sixth (29,41%) and seven of the third (36,84%), they responded that the best way to work the fights in school is through karate and six students of the sixth (35,29%) and five students of the third (26,31%) they opted to work struggles in school through practice boxing. The students respondents could choose more than one option. Importantly, these thirty-five students who feel able to teach fights in school, thirty-two (91,53%) prefer to work with capoeira, perhaps because of a cultural struggle and easy to learn theoretical and practical, according Melo (2002). LUNA, RUFFONI and collaborators (2010) they researched about teaching of struggles in school physical education classes, in students college graduating undergraduate in physical education UNIABEU in the end of 2009. The result of the research was that, 72.90% of respondents had no lessons struggles content, and only 27,10% of the people had. These data are relevant, because the fights are an important tool in the teaching-learning and, mainly, provide many benefits to students who practice, as previously mentioned, and these students failed to take advantage. It is worth mentioning one of the concepts of struggle as disputes in which the opponents must be subdued, with techniques and strategies of imbalance, contusion, immobilization or exclusion of a delimited space on the combination of attack and defense actions. (Pcns, 1998)

In Brazil we are not started in any specific struggle in school, for cultural reasons and because it is a popular practice and so present in our history, the capoeira could be brought to a condition of compulsory sport in physical education classes for early childhood education. We also note that when asked what types of fights would be taught in their classes, respondents of the the third period chose to use classroom using traditional kind of struggles, and that in our perception they chose this alternative because it has not had deepened in this kind of recreational technics, for example, the struggle of sapo, opposition games, tug of war, activities that are used as a way stimulating and challenging.

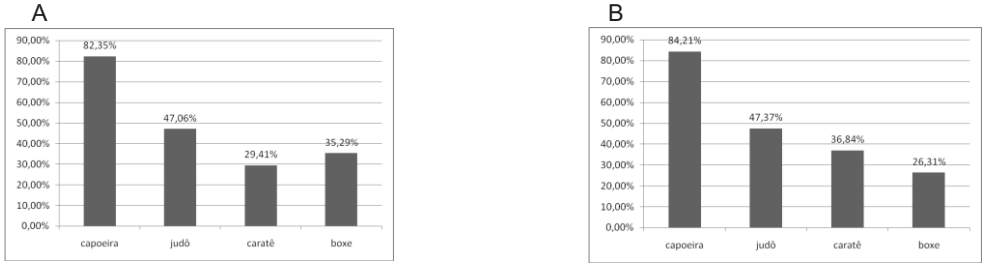


Figure 4: Type of fight that students considered ideal to be worked in school (A) students of the sixth period (B) Students in the third period of undergraduate physical education UNIABEU

About teaching struggles in early childhood education, when they were questioned, only two students (11,77%) of the sixth period responded that it is not possible, while fifteen students (88.23%) responded that it is possible to work the fights in school. All nineteen students of the third period (100%) responded that it is possible to work the fights in school. Most respondents agreed with the insertion of introduction of struggles in teaching children in grade school child. We also note that the theme is trendy, in cartoons, or in banter between classes. Many children with three, four and five years of age, have neural and phisical limitation, of balance, strength, laterality and others, due to still being in development. So, should start learning the fights at school in a fun way, not to compromise biologically, psychologically and socially his development, besides start liking the fights. Ruffoni 2005 detached that the fight can act as a pathway crucial for self-discovery. At this stage the best way to work the fights in school involves recreational techniques, unknown for many students who have not yet had the methodology of fights at school.

When they were asked whether the practice of fighting could lead to violence in students, no student of the sixth period said yes, although four students (23.53%) responded that generates no violence, and twelve (70.59%) responded that it depended on the teacher. One student did not answer the question (5.88%). The results found that in the third period a student replied that generates violence (5.26%), seven students responded that they do not begets violence (36.84%), and eleven (57.90%) said they depended on the teacher.

When students were asked if your pupils they would become more aggressive when practicing fights, twelve students of the sixth period answered that would not become aggressive, and four said they perhaps, in the third period seventeen answered no and only two responded that perhaps. This difference was not significant according to the Fisher exact test (p = 0,19174). However the majority of respondents also said it depends on how the fight is driven by Professor. Therefore, it is important to note the relationship between knowledge of ethics and struggles by the Professor, not incite violence. According to the study, we realize that classes of struggles should be taught so that students understand that the practice of the fights have goals to be achieved such as immobilization or throw the opponent to the ground, in other words, none of them aims the violence.

When they were questioned as a future physical education teachers about the benefits your students will have with the practicing fight, the graphs in figure 5 show a wide variety of choices by the students, although the most chosen by the students of both classes, sixth and third semesters, was the motor coordination. But beyond that benefit, struggles offer others benefits as attention, formulating strategies, respect for others, doing the student think about how it will react to certain attitudes, thereby maintaining the posture and socialization. The importance of playfulness, as a motivational factor, justifies further study of its use as a strategy in teaching methodology classes of struggles for kids, where the teacher should ask himself about their views and conduct in relation to the primary objective of providing to the practicers of struggles a globalized development, and not only physico-technical, transforming them into not great champions, but in real men (RUFFONI, 2005).

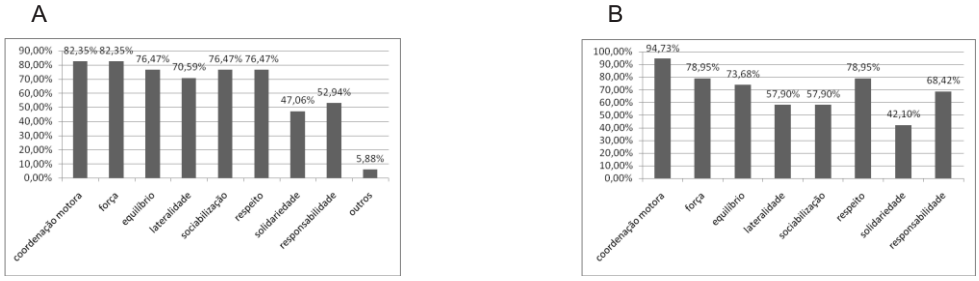


Figure 5. Perception of the undergraduate students in physical education UNIABEU about the benefits that your students will have with the practice of the fight at school. (A) students from sixth period and (B) students of the third period.

About the concern that future physical education teachers from UNIABEU will pass the information on the historical data of the struggles, to their students in school, only one student from each class responded negatively. This difference was not significant by Fisher's exact test (p = 0,51092) (figure 6). The emphasis in this process becoming relevant to the student prioritize not only the area procedural of fights.

Was asked, if had already practiced fights off the matter given in college, graphs in figure 6 show that in the sixth period, eight (47,05%) responded that they have already practiced some kind of struggle, and in the third period, nine (47,38%) said they have practiced struggles outside the matter given in college. This difference between groups was not considered significant according to Fisher's exact test (p = 0,26201).

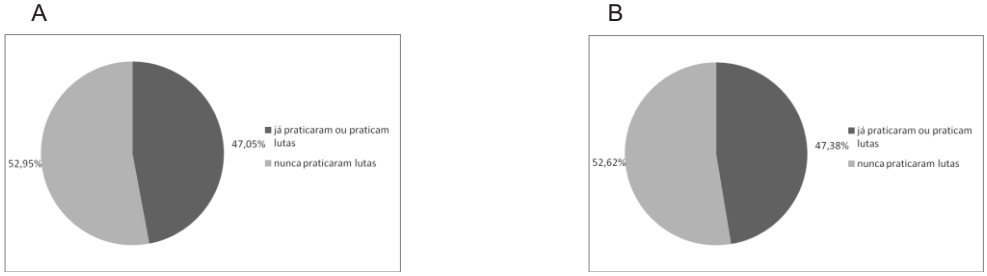


Figure 6: Students from UNIABEU that practicing or practiced some kind of struggle out of college. (A) students of the sixth period, and (B) students of the third period in physical education UNIABEU.

About the participation of boys and girls together in future classes in early childhood education of struggles in school, all students in the sixth period of the degree course in physical education answered yes, in other words, boys and girls could

practice together in class of struggles. Only four students of the third period (21.05%) responded that boys and girls could not do together classes of school fights.

Many future teachers who are unaware of the appropriate methodology for teaching classes fighting in school lose their ability to work together boys and girls in the same class, without major restrictions, because in childhood are equal in strength and development, should just respect the age and weight. The Pcns (1998) It detaches the importance of this work in the genre line.

FINAL CONSIDERATIONS

According to the survey, we found that most students of degree in physical education from the University Center for Teaching (UNIABEU) feel prepared to teach for a class of struggles in school, according to the Parâmetros Curriculares Nacionais of physical education and conclude that the discipline of methodology struggles in school is critical to the physical education teacher that want to use the fights as a tool in their school lessons, even in a group of future teachers of physical education where 47% have practiced or practicing in some kind of struggle. Through the discipline the future teachers will discover the concept of fights and creates autonomy for teach the lessons of struggles, without the need for a specialist. Thus the discipline of methodology in fights is relevant to contribute to the acquisition of historical knowledge of the struggles by their students, being, another content, addition to the traditional, in their respective dimensions procedural, conceptual and attitudinal.

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THE IMPORTANCE OF THE CONTENT OF FIGHTS IN PHYSICAL EDUCATION CLASSES IN SCHOOL

ABSTRACT

The aim of this study was to demonstrate the need for knowledge of struggles for physical education classes at school. Thus, were compared the knowledge of pupils of the sixth and third periods of the degree course in physical education about content of struggles in the school context UNIABEU, in other words, students who had (sixth semester) and who have not had (third semester) discipline of teaching methodology of fights. The sample was 37 students of both genders, including 17 students from sixth period and 19 from third period. Data were collected through a semi-structured questionnaire, consisting of 10 questions, adapted from the questionnaire developed by FERREIRA (2009). The results showed significant differences at two items assessed: (i) correct definition of struggles according to the Parâmetros Curriculares Nacionais (p = 0,01824) and (ii) the possibility of giving lessons in school with students of both sexes (p = 0,03582). So, our results demonstrated that while most students feel able to minister classes struggles in school physical education classes, many students who have not had the disciplinary content methodology in fights at graduation, although they already had practiced or still practice some form of struggle, do not have correct concepts about struggles and still do not know how to work correctly fights in the school context.

KEYWORDS: Fights, School Physical Education, Academic Physical Education, Methodology.

L'IMPORTANCE DU CONTENU DE COMBATS DANS L'ÉCOLE COURS D'ÉDUCATION PHYSIQUE

RÉSUMÉ

Le but de cette étude était de démontrer la nécessité d'une connaissance des luttes pour les cours d'éducation physique à l'école. Ainsi, en comparant le contenu des connaissances des luttes dans le contexte des élèves de sixième et troisième périodes du cours de diplôme en éducation physique UNIABEU, c'est à dire, les étudiants qui avaient (sixième période) et qui n'ont pas eu (troisième période) pour méthodologie de l'enseignement des disciplines combats. L'échantillon était de 37 élèves des deux sexes, dont 17 élèves de sixième période et 19 en troisième période. Les données ont été recueillies au moyen d'un questionnaire semi-structuré composé de 10 questions, adapté du questionnaire élaboré par Ferreira (2009). Les résultats ont montré des différences significatives dans deux éléments évalués: (i) la définition correcte de combats selon le National Curriculum (p = 0,01824) et (ii) la possibilité de donner des leçons à l'école avec les élèves des deux sexes (p = 0 , 03582). Ainsi, nos résultats ont montré que, bien que la plupart des étudiants se sentent capables de luttes de ministre dans les cours d'éducation physique dans les écoles, de nombreux étudiants qui n'ont pas eu la méthodologie de contenu disciplinaire dans des combats à l'obtention du diplôme, mais ils ont pratiqué ou pratiquent encore une forme de lutte pas concepts correctes sur les combats et ne savent toujours pas comment fonctionnent correctement combats dans le contexte scolaire.

MOTS-CLÉS: Luttes, L'éducation physique scolaire, Universitaire d'éducation physique, Méthodologie.

LA IMPORTANCIA DE LOS CONTENIDOS DE LAS LUCHAS EN EDUCACIÓN FÍSICA EN LAS ESCUELAS

RESUMEN

El objetivo de este estudio fue demostrar la necesidad del conocimiento de las luchas para las clases de educación física escolar. Así, fué comparado los conocimientos sobre el contenido de las luchas en el contexto escolar de los alumnos del sexto y del tercer períodos del grado de licenciatura en educación física de la UNIABEU, en otras palabras, estudiantes que tuvieron (sexto período) y que no han tenido (tercer período) la disciplina de metodología de enseñanza de las luchas. La muestra fue de 37 estudiantes de ambos sexos, siendo 17 alumnos del sexto periodo y 19 del tercer período. Los datos fueron recolectados a través de un cuestionario semi-estructurado, que consta de 10 preguntas, adaptado del cuestionario elaborado por FERREIRA (2009). Los resultados mostraron diferencias significativas en dos de los ítems evaluados: (i) la correcta definición de las luchas de acuerdo con los Parâmetros Curriculares Nacionais (p = 0,01824) y (ii) la posibilidad de suministrar clases en la escuela con los estudiantes de ambos sexos (p = 0,03582). Asi, fué demostrado por nuestros resultados que la mayoría de los estudiantes se sienten capaces de suministrar lecciones de luchas en clases de educación física escolar, muchos estudiantes que todavia no han tenido los contenidos disciplinares de la metodología en enseñaza de las luchas en la graduación, aunque practican o siguen practicando alguna forma de lucha, no tienen conceptos correctos acerca de las peleas y todavía no saben cómo trabajar correctamente las peleas en el contexto escolar.

PALABRAS CLAVE: Luchas, Educación Física en la Escuela, Académicos de Educación Física, Metodología.

A IMPORTÂNCIA DO CONTEÚDO DE LUTAS NAS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

O objetivo deste estudo foi demonstrar a necessidade do conhecimento de lutas para as aulas de educação física escolar. Assim, comparamos os conhecimentos sobre o conteúdo de lutas no contexto escolar dos alunos do sexto e terceiro períodos do curso de licenciatura em educação física da UNIABEU, ou seja, alunos que tiveram (sexto período) e que ainda não tiveram (terceiro período) a disciplinas de metodologia do ensino das lutas. A amostra utilizada foi de 37 alunos de ambos os gêneros, sendo 17 alunos do sexto período e 19 do terceiro período. As informações foram colhidas através de um questionário semi-estruturado, constituído de 10 perguntas, adaptadas do questionário desenvolvido por FERREIRA (2009). Os resultados demonstraram diferenças significativas em dois itens avaliados: (i) definição correta de lutas segundo os Parâmetros Curriculares Nacionais (p = 0,01824) e (ii) a possibilidade de ministrar aulas na escola com alunos de ambos os sexos (p = 0,03582). Assim, nossos resultados demonstraram que embora a maioria dos alunos se sinta apto a ministrar lutas nas aulas de educação física escolar, muitos alunos que ainda não tiveram os conteúdos disciplinares de metodologia em lutas na graduação, embora tenham praticado ou ainda praticam alguma modalidade de luta, não possuem conceitos corretos sobre lutas e ainda não sabem como trabalhar corretamente as lutas no contexto escolar.

PALAVRAS-CHAVE: Lutas, Educação Física Escolar, Acadêmicos de Educação Física, Metodologia.