98 - FIGHTS AT SCHOOL: A VISION OF ACADEMICS IN PHYSICAL EDUCATION

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INTRODUCTION

The fights in the school can act as an educational tool for learning and interaction for students, as this can bring many benefits to the user, one of these benefits is the motor development, cognitive and social-emotional. In the motor aspect, we observed laterality, control of muscle tone, balance, coordination and overall notion of time and space. In the cognitive aspect, the fights favor the perception, reasoning, strategy formulation and attention. As regards the social and emotional aspect, we can watch in our students some important points as the reaction to certain attitudes, discipline, socialization, perseverance, respect, self-esteem, channeling of aggression and determination, among other virtues.

Motta and Ruffoni (2006) noted that classes fights have a focus directed to technicality, the specific movement from fights or mechanical movement. It is believed that the fights can be disciplinarian, as both parents wish, but must be developed not only with disciplinary order. What defends and proposes, is develop in a holistic view.

The authors complete that "fights are not only physical techniques to the body, but also a philosophical principle for the strengthening of the spirit".

The definition of fights according to the Parâmetros Curriculares Nacionais (National Curriculum Parameters - PCNs) (1998), are disputes in which (s) opponent (s) is (are) overwhelmed (s) by techniques and strategies imbalance, bruising, restraining or exclusion a certain space in the combination of attack and defense actions.

The proposal of the struggles in school is to provide cultural diversity and range of bodily activities. In the desire to offer experiences and varied experiences for students, the struggle can serve us as a decisive instrument for self-discovery, as well as a means of developing mobility (MOTTA; RUFFONI, 2006).

In this context, the fights can be easily worked into the classes through games and play, leaving it to the creativity of the teacher adapts this practice in their classrooms.

Parlebas Pierre (1990) remind out that the fights are usually sports activities with an opposition present, immediate, and that is the object of the action, there is a situation of confrontation encoded with the opponent's body. Thus, rather than fight against each other, the Physical Education should teach fighting with each other, encouraging students to learn through inquiry on the content and the students' own curiosity.

OBJECTIVE

Therefore, the objective of this study is to identify the views of academics in Physical Education UNIABEU, regarding the pedagogical practice of struggles in Physical Education.

METHODOLOGY

The methodology chosen was a field research through a closed questionnaire and by reviewing the literature of authors in the area of Physical Education which relate the insertion of content of Fights in pedagogical practice, besides the PCN's Physical Education as material support for the preparation of this study. We surveyed 107 students of Degree and Bachelor of Physical Education UNIABEU between 25 November and 2 December 2011. In assessing the results was applied descriptive statistics from the data collected.

LITERATURE REVIEW

History of Major Fights

Judo

According to Ruas (2006) apud Ruffoni (2004), Judo is a martial art that has origin related to Japanese culture and religiosity. Had its origin in the "ju-jitsu", and based on the principles of Bushido and Budo spread around the world touting customs and way of life from Japan. Had its origin in 1882, when Professor Jigoro Kano sought to systematize the techniques of a Japanese martial art, known as "ju-jitsu" and base their practice on philosophical principles clearly defined in order to make it an effective way to improve the physical, intellect and character, in the process of perfecting the human being.

Brazilian Jiu-Jítsu

Brought to Brazil by Master Mytsuyo Maeda, also known like Count Koma in the 1920s. As he had no authorization to give lessons Judo in Brazil, decided to adopt the name of the ancient art of Japanese Ju-jitsu. Arriving here, Count Koma started making presentations where he received challenges of fighting. After some time was settling in Belem do Para where he met Grace family, his main students (CBJJ, 2011).

With the death of Mytsuyo Maeda, Grace family continues and encourages the practice in the country, forming sports federations in the country forming and creating competitions, only changing the style of fight, and differentiating of the Judo of Jigoro Kano. Although the techniques are the same, the significant difference is the change in the rules and philosophy of struggle. The Brazilian Jiu-Jitsu becomes known after the Grace family creates a tournament now known as the UFC (Ultimate Fighthing Championship). (UOL Esportes/Lutas e Artes Marciais – História do UFC, 2011).

Capoeira

According to Melo (2002), Capoeira was created by African slaves during the colonial Brazil as a tool to fight oppression suffered by them arising in places where slaves took refuge from their oppressors, places that became known as Quilombos. This fight is mainly characterized by the movement of legs and feet, and his dynamic is given by musical instruments. The interaction between music and struggle characterizes Capoeira as Fight, Dance and Play. The fight takes place in the center

of a circle formed by the practitioners who play instruments, sing songs and clap his hands.

After the end of slavery in the late nineteenth century, capoeira becomes not only a practice of blacks as well as other members of society, but still forbidden why to be linked to those who at the time were called "malandros".(MELO, 2002).

Capoeira was no longer criminalized only in the 30s in Bahia, when he won a playful character by Master Manoel dos Reis Machado, Master "Bimba", which ended by systematize this fight, teaching in academies and in the practice of removing such struggle from the streets, creating the "Capoeira Regional". In 1953, the Capoeira was presented to the president of the republic Getúlio Vargas by Mestre Bimba. Getúlio titled Capoeira as a Brazilian sport originally, "(...) The capoeira is the only truly national sport" (Almeida 1994, p. 17, apud Mello 2002, p. 6).

Besides these, there are other examples of struggles, such as fencing, boxing, Karate, Aikido, Tae Kwon Do, Tai chi chuan, Indigenous, Marajoara, Wrestling, Olympic, Sumo.

History of School Physical Education

According to the PCN's (1998), the Physical Education in schools arose out of concern that had to include physical activity in this context, but had certain resistance from parents of students. Initially known as gymnastics, which then began to be known as nowadays.

Running along and adapting itself to the political processes in the country, the Physical Education acted as diffusion of nationalist principles of hygiene and health through exercise so called Hygienist Physical Education. Then she served as the systematizing of gymnastic exercises linked to the formation of people resistant, strong and prepared to fight / combat, due to weather that hovered over the world with the great wars of the twentieth century. The Militaristic Physical Education, as it became known, and helped a lot in preparing soldiers for the great wars, because in addition to spread the ideals of war was an instrument of exclusion to select the "bests" for combat.. (DARIDO, 2011).

With motion-school novista in the 1960, the Physical Education became contributor to the formation of the student, becoming part and taking part in the educational field. (DARIDO, 2011).

More recently, in the 70s, Physical Education suffered, once again, important influences on the political aspect. The military government has invested in this discipline due to guidelines grounded in nationalism and national security, with the aim of forming an army composed of a strong and healthy youth. The sports activities were also considered important in improving workforce for the Brazilian economic miracle. In this period, narrowed the links between sport and nationalism. A good example is the use that is made of the campaign of the Brazilian soccer team in World Cup 1970 and thus wins the Physical Education sporty character, becoming stronger after the third world title of the Brazilian Soccer Team. (PCN's, 1998).

With the political amnesty in late 1980, the Physical Education wins aspects pedagogical and didactic. Then started a profound identity crisis in the discourse of Physical Education, which led to a significant change in education policy: a Physical Education, which was mainly focused on the education of fifth to eighth grade elementary school, began to prioritize to segment from first to fourth grade and also to pre-school. Then the goal became the psychomotor development of the student, proposing to withdraw from school the function of promoting high performance sports (PCN's, 1998).

The field of debates grew and the first productions appeared pointing towards the new trends of Physical Education. The main approaches emerged from the need to modify the methodology and contribute more concretely in student education, these are: Psychomotor, Constructivist, Developmentalist, Critical Overmastering, Critical-Emancipatory, Renewed Health and from PCN's (DARIDO, 2011).

Struggles in School

The theme of Struggles in School Physical Education does not have a preference on the part of teachers. To perform this type of classes are needed certain structuring, not to mention that such an approach brings an association of this practice with the violence in society. The teacher also justify the not approach in their classes because it is not a practitioner of any particular struggle (ROSA; RUFFONI; LUNA, 2011).

According to the PCN's (1998), as well as practical activities, the teacher can propose theoretical activities in the classroom that enables learning historical data on certain fights and their contribution in the historical period in which they arose and how it is seen nowadays in society, as well as its main objectives. Another important topic is also the differentiation of struggles (sport) and the practice of violence, especially in the final years of elementary school and in high school, due to the age of these segments make contact with the reality of gratuitous violence in various branches and layers society.

The teacher plays a key role in clarifying the averse concepts associated to fights. Reflections on mutual respect, rules and hierarchy also contribute in the question attitudinal student. Besides the contributions raised by PCN's, the struggles also provide second Darido (2011):

> "(...)the concentration, the perception and more detailed utilization of 'other senses', as hearing and touch development of concentration and refinement of the senses such as hearing and touch (...)".

Energy Systems and Physical Activities

According to McArdle (2011) to carry out any physical activity, the human metabolism requires of some source of energy for that activity can be made. All the consumed food by the body is stocked for that can subsequently be used in metabolic processes of energy production. Among the organic reserves are the carbohydrates (sugars) and lipids (fats). For the energy production the body uses three systems, together with the main component for muscle contraction and stored in muscle cells, called ATP - adenosine triphosphate. The systems are called alactic Anaerobic, Aerobic and Anaerobic lactic.

Anaerobic alactic – It is the first system used by the body to perform an exercise, it is the first that is available, it uses the ATP-CP - Adenosine triphosphate phosphocreatine. By be limited this system does not use oxygen of the breathing and does not produce a substance called lactate, so alactic.

Anaerobic lactic – It is the system used then of the anaerobic alactic, where the energy originates from glycogen, stock of glucose is found in larger quantities in the liver.

Aerobic – It is called this way, because the use of oxygen, where the process of energy production in mitochondria cell occurs from the use of pyruvic acid derived from glucose and oxygen breathing.

PRESENTATION AND DISCUSSION OF RESULTS

In order to ascertain the views of graduates in Physical Education UNIABEU, behave before the proposal of the struggles in school physical education classes, and whether they agree or disagree with this practice, were performed the questions that follow below and their results.

During the Basic Education you had access to some content on Struggles in physical education classes?

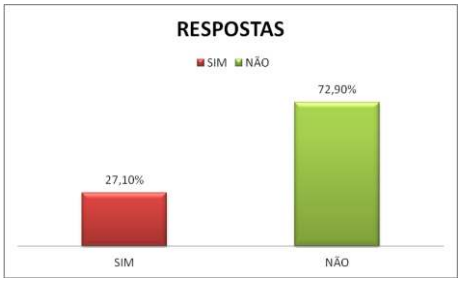


Figure 1 Access to the contents of struggles in physical education classes

This question was the main precursor for the production of this study, it is noticeable that few have contact or access to content struggles in Physical Education during the Basic Education, despite his great contribution physical and cognitive and its suggestion of application oriented by PCN's.

2)During Basic Education, what were more content covered in their physical education classes? (Select more than one option if appropriate)



Figure 2 Most activities covered in physical education classes

The content of physical education is summarized here, with sports quality, predominantly Futsal - resembling to football, sport very present in the culture and in the daily life of Brazilians. Different approaches, not only as content struggles, but also the rhythmic activities and dances usually have the same disability, do not approach. The dance content still manifests itself more than the struggles in daily school physical education and daily life of the school itself, that due to cultural events in the period from June Festivals and Brazilian Folklore. Moreover, it has a somewhat greater acceptance than the struggles by having features that involve more dynamic choreographic compositions and music that motivates the movement itself. According to the PCN's (1998), the teacher must hold a diversification of content and structure, and your organization should be structured so as to help the work of Professor and facilitate the teaching-learning process.

3)You know the contents Blocks proposed by PCN's (Parâmetros Curriculares Nacionais) in specific volumes to Physical Education?



Figure 3 Knowledge about the block of content offered by PCN's

4)How do you evaluate the didactic orientations present in the PCN's Physical Education, addressed to the teacher with regard to the possibility of practical application of Content Blocks?



Figure 4 Evaluation of the didactic guidelines present in physical education PCN's

These results demonstrate a good relationship with the academics of the PCN's, indicating that most are aware of the existence and content of that suggested to Physical Education, pointing thus leveling their academic training. The knowledge of the contributions guided by PCN's (1998) gives the teacher a better direction of its activities, appropriate to age and content appropriate for each grade level.

5)Knowing that Fights content indicated by NCP's as important, do you intend to use this theme in their future teaching practices? Why?

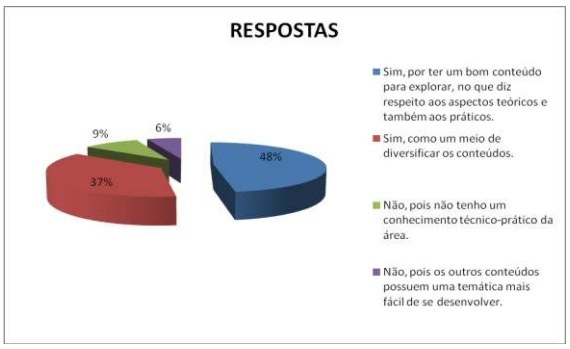


Figure 5 Intention to use the contents struggles in physical education classes

Perceive the academic adherence and acceptance of struggles content directs the perception of future teachers who will work with a diversity of content and the insertion of pupil in others other manifestations of Body Culture Movement. Another important aspect regarding the respect of the teacher's own opinion with respect to the contents struggles, being an educator, the understanding and way of approach is essential. Also according Darido (2011), the struggles working on the development and enhancement of physical and cognitive abilities.

6)What do you attribute the non-utilization of fights as the contents of Physical Education?

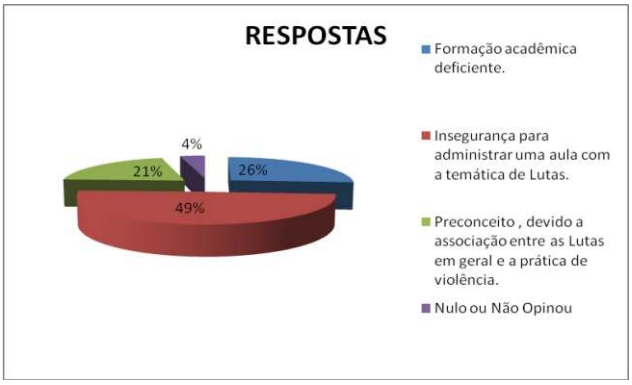


Figure 6 Assignment of no use as the content of the struggles Physical Education

The not approach does not is mainly due to the structure of the physical space to perform the lessons tied to professional insecurity, not justifying his approach for not being a practitioner of fights, an athlete and / or ex-athlete. Rosa; Ruffoni; Luna (2011) claim that one of the main reasons for not addressing the Fights at school is due to a poor academic background, which ultimately did not give enough allowance for handling classes with this theme.

7)Indicate the alternative that expresses your position on the contributions of the Fights content for the formation of Basic Education Schooling

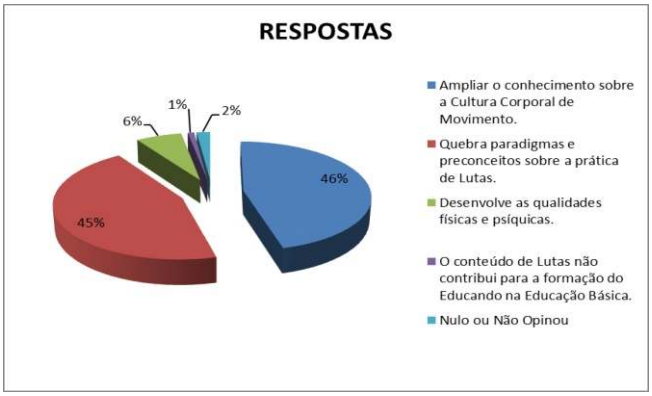


Figure 7 Position on the contributions of the content Fights for the formation of Basic Education Schooling

All contributions herein are given to the student by practicing Fights in Physical Education, however this chart reflects a contradiction, as it struggles contribute so because then they are not addressed?

"(...)information that contribute to the enhancement of the fight as an educational tool in school, can bring benefits that

transcend physical education also reaching other educational spheres. These gains can not only reaffirm the importance of its use as extracurricular sports activity, but mainly in physical education class as a pedagogical tool, through an awareness of the professional physical education." (ROSA; RUFFONI; LUNA, 2011, p. 1)

8)Considering the importance of knowledge of Human Physiology for prescribing appropriate physical activity, check the box that indicates the predominant Energy System during practice activities related to content of Struggles in School Physical Education:

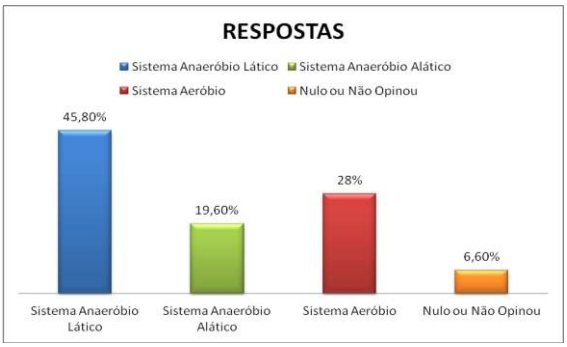


Figure 8 Indicação do Sistema Energético predominante durante a prática de atividades relacionadas ao conteúdo Lutas na Educação Física Escolar

A worrying statistic relates to the number of respondents who were unable to reply this question, because besides not learn of human physiology such content, hence will not know develop activities aimed at age groups, which may cause damage to the pupil in the future. According Alvarenga and Luna (2010), is of paramount importance to human physiological knowledge, as well as that of their students and the recommendation of activities are stimulating and motivating to students.

FINAL CONSIDERATIONS

The present study allowed the conclusion that the struggles in school yet find a big blockade. However, the literature review shows how the struggles contribute as content of physical education. The academic backgrounds increasingly permeate this theme because of its great importance in the school, because they contribute in the integral formation of the students and is a way to integrate the student to other activities of the Body Culture movement. Moreover, the struggles nurture approaches in historical and cultural dimensions that include an attitudinal learning mainly based on mutual respect and solving problems through dialogue. The physical skills such as concentration and balance are one of the benefits acquired and improved by the Physical Education with struggles. The critical sense of the teacher drives him towards increasingly be a mediator of knowledge and opinions of a trainer, giving way to the real possibility of becoming a conscious and autonomous learner of your body moving and your attitudes reveal how and how much teaching is developed for Basic Education, or well being diversified technical and esportivizante. When citing struggles and propose their application in school, we understand that this may contribute to the teaching and learning process, fostering the overall development of the child.

It is recommended that further studies be made in the search for a comparison of the view of academics from different educational institutions superior (IES) Physical Education on the issue of inclusion of the content of struggles in Physical Education.

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FIGHTS AT SCHOOL: A VISION OF ACADEMICS IN PHYSICAL EDUCATION
ABSTRACT

The fights in the school can act as an educational tool for learning and interaction for students, as this can bring many benefits to the user, detaching motor development, cognitive and social-emotional. The aim of this study was to identify the views of academics in Physical Education UNIABEU, in terms of pedagogical practice of fights in Physical Education. The methodology was carried with a out field research through interviews with the students of Degree and Bachelor Course in Physical Education of UNIABEU through closed questionnaire and also through a literature review of authors in the area of Physical Education that relate to insert content Fights in Physical Education classes. Verified through the results that respondents had little contact with the contents struggles in Physical Education. The activities more approached were those with more sporting character. The academics said they intended to use the struggles content in their future pedagogical practices because they believe that the struggles helps expand knowledge about the culture of body movement and still break paradigms on the practice of struggles. The fieldwork allowed the conclusion that the School Fights are still have a big blockade, however the literature review demonstrates how the struggles contribute content for physical education at school. It is recommended that further studies be made in the search for a comparison of the view of academics from different educational institutions supeior (IES) Physical Education on the issue of inclusion of the content of struggles in Physical Education.

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

LES LUTTES DANS L'ÉCOLE: UNE VISION DE LES ETUDIANTES UNIVERSITAIRES DE L'ÉDUCATION PHYSIQUE
RÉSUMÉ

Les luttes à l'école peut agir comme un outil pédagogique pour l'apprentissage et l'interaction pour les étudiants, car cela peut apporter de nombreux avantages à l'utilisateur, y compris le développement moteur fort, cognitif et socio-affectif. Le but de cette étude était d'identifier les points de vue des etudiantes universitaires en éducation physique UNIABEU, en termes de luttes pratiques pédagogiques en éducation physique. La méthodologie a été effectué des recherches sur des entrevues avec les etudiants du Cours de Maîtrise et de baccalauréat en éducation physique de la UNIABEU, par un questionnaire fermé et également à travers une revue de la littérature des auteurs dans le domaine de l'éducation physique qui se rapportent à Combats insérer le contenu dans des classes d'éducation physique. Nous avons vérifié par les résultats que les répondants avaient peu de contact avec le contenu luttes en éducation physique. Les activités examinées sont celles avec plus de fonctionnalités esportivista. Les universitaires disent qu'ils avaient l'intention d'utiliser le contenu de leur luttes futures pratiques pédagogiques parce qu'ils croient que les luttes aider à élargir les connaissances sur la culture du mouvement du corps et encore briser les paradigmes de la pratique des luttes. Le travail de terrain a permis de conclure que les combats scolaires sont toujours Il ya un grand bloc, mais la revue de la littérature montre comment les luttes peut contribuer au contenu en éducation physique à l'école. Il est recommandé que des études supplémentaires soient faits dans la recherche d'une comparaison de la vue d'universitaires de différents établissements d'enseignement supeior (IES) L'éducation physique sur la question de l'inclusion du contenu des luttes dans l'éducation physique.

MOTS-CLÉS: Les luttes, L'éducation physique scolaire, Universitaire d'éducation physique.

LUCHAS EN LA ESCUELA: UNA VISIÓN DE LOS ACADÉMICOS EN EDUCACIÓN FÍSICA
RESUMEN

Las luchas en el alcance escolar pueden actuar como una herramienta pedagógica en el aprendizaje y la convivencia para los alumnos, pues esta puede traer numerosos beneficios al usuario, entre ellos destacamos el desenvolvimiento motor, cognitivo, social y emocional. El objectivo del presente estudio fue identificar los puntos de vista de los académicos en Educación Física de la UNIABEU, sobre la practica pedagógica de las luchas en Educación Física. Se llevó a cabo la investigación de campo a través de entrevistas con el alumnado del curso de licenciatura en Educación Física de la UNIABEU a través de uno cuestionario cerrado y también a través de una revisión bibliográfica de los autores en el área de Educación Física que se refieren a las luchas de contenido inserción en las clases de Educación Física. Fué verificado a través de los resultados que los entrevistados tenían poco contacto con el contenido luchas en Educación Física. Las actividades analizadas fueran aquellas con características más deportivas. Los academicos manifestaron su intención de utilizar el contenido luchas en sus futuras practicas pedagogicas, porque creen que las luchas ayudan a ampliar el conocimiento sobre la cultura del movimiente del cuerpo y aún romper paradigmas sobre la practica de las luchas. El trabajo de campo permitió llegar a la conclusión de que las luchas en la escuela són todavia un gran bloque, sin embargo, la revisión de la literatura muestra como las Luchas contribuyem con el contenido de la Educación Física en la escuela. Se recomienda que se realicen más estudios, en la búsqueda de una comparación de la opinión de los académicos de diversas instituiciones educativas superiores (IES) de Educación Física en el tema de la inclusión de los contenidos de las luchas en Educación Física.

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

LUTAS NA ESCOLA: UMA VISÃO DOS ACADÊMICOS EM EDUCAÇÃO FÍSICA
RESUMO

As lutas no âmbito escolar podem atuar como uma ferramenta pedagógica no aprendizado e convivência para os alunos, pois esta pode trazer inúmeros benefícios ao usuário, dentre eles destacamos o desenvolvimento motor, cognitivo e afetivo-social. O objetivo do presente estudo foi identificar a visão dos acadêmicos em Educação Física da UNIABEU, no que se refere à prática pedagógica das lutas na Educação Física Escolar. A metodologia foi realizada com pesquisa de campo através de entrevista com o corpo discente do Curso de Licenciatura e Bacharelado em Educação Física da UNIABEU, por meio de questionário fechado e também através de revisão de literatura de autores da área de Educação Física Escolar que relacionam a inserção do conteúdo de Lutas nas aulas de Educação Física. Verificamos através dos resultados que os entrevistados tiveram pouco contato com o conteúdo lutas na Educação Física Escolar. As atividades mais abordadas eram aqueles com característica esportivista. Os acadêmicos afirmaram que pretendem utilizar o conteúdo lutas em suas futuras práticas pedagógicas, pois acreditam que as lutas ajudam a ampliar o conhecimento sobre a cultura corporal de movimento e ainda quebrar paradigmas sobre a prática das lutas. A pesquisa de campo permitiu a conclusão de que as Lutas na Escola ainda encontram um grande bloqueio, contudo a revisão bibliográfica demostra o quanto as Lutas contribuem como conteúdo da Educação Física na escola. Recomenda-se que novos estudos sejam feitos, na busca de uma comparação da opinião de acadêmicos de diferentes instituições de ensino supeior (IES) de Educação Física sobre a questão da inserção do conteúdo de lutas na Educação Física Escolar.

PALAVRAS-CHAVES: Lutas, Educação Física Escolar, Acadêmicos de Educação Física.