143 - QUANTITATIVE ANALYSIS OF PRODUCTION THEORY CAPOEITA IN THE ANNALS OF FIEP AND CONBRACE

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INTRODUCTION

The inclusion of physical education at school, at underway in its history was influenced by several factors. One of these is the influence of the medical area, the speeches emphasis on hygiene, health and eugenics; influence of military interests and also of nationalism. Understanding the physical education as a social practice, and therefore, constituted in accordance with the historical and political context, note that the contents learned by this practice are influenced by the form of social organization. Therefore, we realize that its contents were focused from the European gymnastic movements to the sport of high performance. From the decade 80s began to be critical to that type of sport in school. They defended criticism that the influence psychological and socio-cultural area of physical education in school. Currently, however, is still rated a hegemony of the sport within the school in the classes of Physical Education.

This article aims to draw up a map of the productions presented in the Brazilian Congress of Science of Sports (CONBRACE), 1995, 1997, 1999, 2003, 2005, and the annals of the years 2000, 2002, 2006 and 2007 the Federation International d ' Education Physique (FIEP), thereby identifying what are the theoretical productions (articles, panels and themes free) for the capoeira during that period.

Through the mapping of the annals, they were grouped and classified according to similar characteristics that could be merged into a single category. To identify the volume of capoeira products on the matter, because it is a new theme in the educational area, as Falcon (1995, p.40) "The education of capoeira is a process in emerging-examined today ..."; if the proceedings cited above, which also identified too, that the issues discussed on this practice.

The productions were divided into the following categories: memories of capoeira; training in capoeira, public policy, social relations in capoeira, capoeira adapted; body and capoeira; teaching-learning / on capoeira and capoeira's cultural identity. Held this division, was drawn up a summary review of each category, aiming to clarify the main themes of capoeira during the years examined.

One thing common among the capoeira and football, is that both are relatively recent discussions within academia. Maybe so, differences over what comes to the poultry are still evident. Through publications found, realized a number of designs available to it, such as dance, philosophy of life, fight, play, belief, among others.

Coming in quilombos and slave quarters, an attempt of blacks trying to defend itself from aggression suffering, the capoeira went through great changes in her life within society, out of marginalization and was gaining strength.

"[...].Sendo herdeira cultural da África negra, a capoeira sempre foi usada, em seu território original, como arma de guerra, nos conflitos seculares entre tribos. No Brasil, metida pelas senzalas e horrorizando os senhores de engenho, a capoeira sofreu o disfarce astuto do lúdico para poder sobreviver aos olhos suspeitos dos feitores, a proibir qualquer tipo de atividade que pudesse contribuir para a periculosidade dos escravos. Como forma de dança e de folclore, de festa e de cultura emigrada, a capoeira encontrou o estilo mais adequado para evitar a proibição dos feitores. Sobreviveu" (SOUZA *apud* LOPES, 1999, p. 19).

It is thus the achievement of this work in place for everyone, information about the practice Capoeira body and how this has been designed, possibly become a source of data for future work on the subject, and also for better understanding teachers of physical education, so they help the spread of capoeira as a practice teacher.

ANALYZE THE ANNALS…

From the survey conducted in the annals of CONBRACE and FIEP were respectively 1922 and 2184 publications, totaling 4106 productions theoretical. Within this total are forty-seven productions for the capoeira theme, which represents just over one percent (1%) of the total, with thirty-one in CONBRACE and sixteen in FIEP.

The annals of the CONBRACE were searched for the years: 1995, 1997, 1999, 2003 and 2005. FIEP were mapped in the annals 2000, 2002, 2006 and 2007. With a volume of more, the analysis of the CONBRACE had a greater number of productions about the capoeira, since the edition of 2005 had the highest number of publications relating to the practice examined, with the largest number of total production (Approximately 3%) this year. On the other hand also presents the fewest (0.64%) located in 1997.

We observed a decrease in the percentage of production in FIEP the years examined, while the CONBRACE, despite a drop from 1995 to 1997, suffered gradual and significant increase.

After quantifying the products related to capoeira, they were entered into categories drawn up based on thematic working groups (GTT) of the CONBRACE, which used to rank all productions found, including those of FIEP. However, some products covered under a particular category in the Proceedings of the CONBRACE does not correspond to the classification situated in this article, due to different interpretations, a fact that may have occurred only by the availability of short for our analysis.

The GTTs based on the following: GTT 2 (public policy); GTT 4 (the teaching-learning process); GTT 8 (yield of high-level), but was not used the term high-level view of the fact that the capoeira productions covered in this category, was not being treated as high-level sport;GTT 9 (individuals with special needs) and GTT 12 (memory, culture and body), which torn apart and make two categories differentiated (memories of capoeira and body and capoeira). It was also produced two categories, which were appointed as social relations in capoeira and capoeira identity of Culture. This was done because I believe that the GTTs, in which the productions relating to these categories were included, were too broad and found these productions concentrated on a single theme, so we believe that the title of GTTs not reflected the content of texts.

Before beginning the summary review conducted within each group, it is imperative to emphasize that some productions have not shown consistency with the title of the production and development of their work. Recalling that sometimes were only available for the interpretation of the publication abstracts, a fact that may have led to some interpretation and classification that is not compliant with what the author really meant to say.

ANALYSIS ON ANAIS

Within the **category memories of capoeira** were found five productions theory that a ransom had as objective history and memories of capoeira.

It is understood, literally, by memories of capoeira, the fact of trying to keep alive the tradition of something (habits, customs, values) and enable a better understanding of the present time, because with such purchase and memories, it is clearer to the observation historical process occurred.

Within the category **income in capoeira have** been theoretical find three productions that could be encompassed within that theme. According Barbanti (1997, p.1), "in general the term" training "is used for many things, but almost always indicates an organized instruction, whose goal is to increase physical, psychological, intellectual or mechanical men or animals .. ".

Classified this way found by the publications fit the definition above to expose potential optimization of physiological and consequently an improvement in the performance of the practitioner.

It was noticed a close relationship between the three productions, as all showed a relative increase in physical abilities such as strength, flexibility, the ability, speed, among others. It is important to emphasize that the improvement of the performance did not happen only in capoeira but also in handball, occurring as a difference between the three productions since two of them cited the improved performance within the capoeira, while in third this optimization occurs in other practices body.

It is interesting to remember here that capoeira is being treated in that category, as purely physical activity, focusing on the body only in their biological nature. The next cultural, and ethnic identity of capoeira, as remembered in several other articles were not considered.

Within the category included **public policies** are four productions theoretical relevant to the subject.

It is part of the public policy issues that Marcellino (2001, p.320) argues as "[...] the presence of the sport in the actions of government utilities upgrade refined contours: sport to combat violence, to reduce drug use, for keep children in schools, to improve the health of the population, to be happy [...]"

Relying on the quote above and in accordance with the publications covered realize it is necessary to include a living body and transmission of values and culture of capoeira to the community through the actions of government.

The productions treat the capoeira in their educational dimension, in order to know the transmission of knowledge that involve. In two productions, the authors cite physical education; as an area of influence within the programs and another area as being influenced, being brought to the improvement of education in the area of physical education. We can also link two productions by addressing the capoeira within a social institution that seeks to redeem values in children and adolescents in need.

Within the category **social relationships found in capoeira** are four theoretical productions.

Understand is, literally, social relations as relations of coexistence, exchanging experience and subjectfied some actions that occur within the capoeira.

You can connect two productions about the teacher and student, which is shown as a relationship of respect that involves opportunities for dialogue, affirmation of values and other things that allow a learning support.

“O clima de respeito que nasce de relações justas, sérias, humildes, generosas, em que a autoridade docente e as liberdades dos alunos se assumem eticamente, autentica o caráter formador do espaço pedagógico” (FREIRE, 1996, p..92).

Other relationships found refer to actions that are subjective. The power attributed to the master appears in attitudes through the practice of capoeira, and this is embodied by tradition and does not need be said. The power of leadership that teachers must present something that is not inferior students. We believe that leadership means that students want a professional competence, which provides security, maintaining the respect and democratic behavior.

In the category **individuals with special needs in capoeira**, covers the four productions were theoretical.

It is understood capoeira adapted the use of this practice, aimed at people with special educational needs that need resources to promote the integral development (cognitive and affective engine). The capoeira is one of the means to achieve this, because it involves perception, agility, body dialogue, rhythm, music, among others. We note that the Physical Education is an area professional who works with the growing body of movement and can therefore help people with special educational needs, helping them with suitable activities. As Soler says "Since its aim of the reintegration of the student to society and its specific objective the improvement of their economic mobility, cognitive and social, making it more independent, autonomous, critical, cooperative, finally happy." (2002, p.14).

All productions demonstrated the use of capoeira as a positive factor in improving aspects of psychomotor, affective and cognitive impairment in social people with special educational needs (PNEEs). This can affirm the social contribution of capoeira not only for PNEEs but not to individuals. The application of capoeira through its playful character is the most used for this purpose.

Within the category **body and capoeira** were found six productions theoretical relevant to the subject.

It was noted that the body is a medium which absorbs the meaning of a social and cultural context. As argues Soares (2004, p.112) "The frame of the soul - the body - becomes the object of constant care and pedagogies that are focused on him now geared to civilize them, sometimes to teach them to be useful and hygienic, well to makes it sexy so erotic and so [...]". Thus, including publications that were here in general, in order to observe how the poultry biomechanical influences the character of the bodies as well, and these communication tools that add cultural values in its forms of expression.

Two of the capoeira production cite as a means of promoting the psychomotor development of children, as it works with issues relating to the laterality, balance, perception of space and time, this practice being transmitted through the playful character that provides pleasure to be done. They also affirm their character education, social and cultural. Another production found is similar to the previous two through this feature, but stressed that through physical activity, then the capoeira, there is efficiency in the efficiency of the movement and the body becomes less susceptible to injuries.

It was possible to link two other productions, in the sense that one of them cites the body as an expression of the culture of any group or society within a certain context, loaded with meanings.

Within the category of **teaching / learning / capoeira** were covered in eleven theoretical productions related to the subject.

“Independente de qual seja o conteúdo escolhido (jogo, dança, ginástica, esporte ou luta) os processos de ensino/aprendizagem, devem considerar as características dos alunos em todas as suas dimensões (cognitivo, corporal, afetivo, social e estético), garantindo a participação de todos [...]” (SOLER, Reinaldo p.14, 2002).

Supporting the above quote, refers to the teaching-learning / on capoeira as the forms of education, management training, understanding of facts and figures and the possibility of seizure of learn through teaching methods, targeting the

participation for all involved in this process. Understanding the school environment as the construction and (re) meaning of knowledge, believing that this is a place where social change can happen. Thus, the capoeira, used as a culture of movement of pedagogical value, becomes an instrument for teaching and learning in school, pointing out that the teacher should make the students construct their own knowledge.

Eight productions of theoretical categorized here show the importance of understanding the capoeira as a socio-historical, laden with meanings, so that way she will serve as a teaching tool in schools. Another aspect that appears in some productions is the fact that the body be an instrument of communication and cultural expression, bringing them into the meanings of companies. Working with capoeira within the school, based on these aspects allows the construction of conscious people, who seek autonomy, seeking to reflect, which promotes construction of identity, which promotes inclusion and respect for cultural diversity.

Recalling here that by law 10.639/03 (LDB 1996), it becomes compulsory education on the history and Afro-Brazilian culture, it is important to think of ways to use content that adds historical and cultural values african-Brazilians, including capoeira So we can understand and bring understanding to people who know about such values as the "ignorance" cultural leads often the prejudices. We found a production that relates to the law cited by the fact that want to include in the curriculum of public schools struggles, focusing on the capoeira so that the students could learn this practice as a cultural factor. Recalling that this production was published even before this law is formalized.

We found six productions theoretical issues concerning the **Cultural Identity of Capoeira**.

It is understood by the meeting of cultural identity characters that define and distinguish themselves a group, culture or an individual. We understand that cultural identity will be reconstructing continuously, according to the historical context. Thus, as Angels (2007, stuff) "[...] when we talk about identity of a culture, we have to locate it in a given time and space and within an ethnic group. In turn, this identity is linked to a national identity, historically determined also. "

Among the products found on this issue, is one that specifically deals with the concepts of culture and identity in articles of capoeira in the Brazilian Journal of Science of Sports.

All products found to treat capoeira as a cultural event being shaped in accordance with the historical context, and from that perspective it was created two styles of capoeira, Angola and Regional. In two productions there was a discussion on these two styles of capoeira, as a matter of difference of movements / strokes of each type, and another shows the values and meanings in each. It was then that Angola is the capoeira in their origins, while the regional meet the demands of contemporaneity.

“Hoje, em praticamente todas as expressões da cultura corporal, o movimento humano transformou-se em mercadoria, por força da mídia, que determina o seu consumo à revelia, estimulando a sua auto-reprodução”. (FALCÃO, 2006, p. 59).

Another production tries to justify the introduction of the sporty character of capoeira as a way of teaching. We believe that this fact shows a connection with the attempt to meet the needs capitalists and that is articulated through the regional capoira. It also quoted the character as a playful way of teaching, which deal with the Capoeira Angola because most of preserving historical and traditional aspects of capoeira.

Another production shows that the physical education during his historic process that influenced cultural practice that is capoeira, the opposite has not occurred.

There's another production that shows that cultural interference on a cultural practice that can lead to destruction. And in the case of capoeira raises the institutionalization of capoeira as a negative point, to the extent that the capoeira practiced in the institutions expressing influence of Western values and copies of other sports.

CONCLUSION

Analyzing the annals of charge and FIEP concluded that the capoeira is still a subject little discussed within academia. Through mapping, the FIEP is characterized by having kept the number of publications on the issues discussed in capoeira constant (2000 and 2002 were four publications; 2006 were three; and 2007 were five). By contrast in CONBRACE fluctuations between the number of publications were more significant (1995 found to be four, 1997 two and 1999 seven), experiencing a quantum leap from big words between the editions of 2003, submitted six publications about the capoeira, and 2005 , In which we found twelve publications.

The theoretical productions were merged into eight categories and found that the teaching-learning group of / on capoeira, had the highest number of publications, which allowed us to observe the importance of capoeira as a practice teacher. The fact considered last editions of both the FIEP about the CONBRACE, presenting the largest number of productions on the theoretical capoeira, may be an indication that this is conquering more space in academia.

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QUANTITATIVE ANALYSIS OF PRODUCTION THEORY CAPOEITA IN THE ANNALS OF FIEP AND CONBRACE

ABSTRACT

The objective of this article is to identify the volume of production theory, related to Capoeira matter, present in the annals of the Federation International d 'Education Physique (FIEP) and the Brazilian Congress of Science of Sports (CONBRACE), to identify the issues for which the Capoeira is being addressed and that may well serve as a database for future work on Capoeira. After the mapping of these proceedings, make categories in which the publications were entered and analyzed. It was concluded that Capoeira is still a subject little discussed in academic, and that the subject in which it is most discussed is related to the category of teaching-learning on Capoeira.

Key words: capoeira; theoretical production; categories.

ANALYZE QUANTITATIVE DE LA THÉORIE DE LA PRODUCION CAPOEIRA DANS LES ANNALES DE LA FIEP ET CONBRACE

RÉSUMÉ

L'objectif de cet article est d'identifier le volume de la théorie de la production, liées à la question Capoeira, présent dans les annales de la Fédération internationale d 'éducation physique (FIEP) et le Congrès brésilien de la science du sport (CONBRACE), d'identifier les questions pour qui la Capoeira est adressée et que mai et servir comme une base de données pour les travaux futurs sur la Capoeira. Après la cartographie de ces procédures, faire des catégories dans lesquelles les publications ont été saisies et analysées. Il a été conclu que la capoeira est un sujet encore peu discuté dans les milieux universitaires, et que le sujet dans lequel il est le plus discuté est liée à la catégorie de l'enseignement-apprentissage de/la Capoeira.

Mots-clés: capoeira; production théorique; catégories.

ANÁLISIS CUANTITATIVO DE LA PRODUCCIÓN DE TEORÍA CAPOEIRA EM LOS ANALES DE LA FIEP Y CONBRACE

RESUMEN

El objetivo de este artículo es identificar el volumen de producción de teoría, en relación con Capoeira cuestión, presente en los anales de la Federación Internacional d 'Educación Física (FIEP) y el Congreso Brasileño de Ciencias del Deporte (CONBRACE), para identificar las cuestiones para los que la Capoeira se está abordando y que bien puede servir como una base de datos para el trabajo futuro sobre Capoeira. Después de la cartografía de estos procedimientos, hacer categorías en las que las publicaciones fueron introducidos y analizados. Se llegó a la conclusión de que la capoeira es todavía un tema poco discutido en los medios académicos, y que el tema en el que se debatió la mayoría está relacionada con la categoría de enseñanza-aprendizaje y de Capoeira.

Palabras clave: de capoeira; producción teórico; categorías.

ANÁLISE QUANTITATIVA DAS PRODUÇÕES TEÓRICAS SOBRE A CAPOEIRA NOS ANAIS DA FIEP E DO CONBRACE

RESUMO

Objetivou-se com esse artigo identificar o volume de produções teóricas, referentes ao assunto capoeira, presentes nos anais da Federation Internacionale d' Education Physique (FIEP) e do Congresso Brasileiro de Ciências do Esporte (CONBRACE), visando identificar as temáticas pelas quais a capoeira está sendo abordada e que assim possa servir como banco de dados para trabalhos futuros acerca da capoeira. Após o mapeamento desses anais, elaborou-se categorias nas quais as publicações encontradas foram inseridas e analisadas. Concluiu-se que a capoeira ainda é um tema pouco discutido no âmbito acadêmico, e que a temática na qual esta é mais abordada relaciona-se a categoria ensino-aprendizagem da/na capoeira.

Palavras-chave: capoeira; produção teórica; categorias.