01 - WRESTLINGS IN CHILDHOOD: A PEDAGOGICAL REFLECTION

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INTRODUCTION

The wrestlings, games of opposition, sports of combats, exist since the beginning of the times in all the civilizations. The reflection is basic on the infantile fight, so that the professor, does not come to only work empirically. Therefore, it becomes necessary that the same it looks for to base itself scientifically for the didactic-pedagogical progress of disciplines fights.

It is valuable to point out that the approach in this context, mentions the group age between 7 and 12 , that in accordance with WEINECK (1999) is the golden age of the learning.

RUFFONI (2004) discourses that the physical education goes through a moment of paradigmatic change; of a biologyzing education, desporting, technicist, for a pedagogy directed toward the corporal culture, that in turn inserts in its historicity and dialectic of the individual that is part of the culture that, according to (PCN' S, 1997 p.27) they are the "products of the society and as dynamic process that is constituting and transforming the collectivity which the individuals belong to, preceding t and exceeding them", that is, all individuals are born inserted in a culture.

Malagodi & Cesnik (2001) had observed that the culture is not linked to the man´s life who without the development of the human being never would be possible.

The Physical Education, throughout history, reproduced the mannering behaviors and the own standards of each society culture that could be easily evaluated.

If considering and defending a physical education directed toward the corporal culture, for the practical one of the fights, it is essential that if it understands that will be only by means of the culture that the sport will possess meanings.

The relation body-education, for intermediary of the learning means learning of the culture, giving emphasis to the directions of the events and the learning of history, thus standing out the relevance of the actions human beings. Body that if it educates is human body that learns to make history, making culture (MOREIRA, 1995).

In accordance with the PCN´s, all corporal contact in a dispute between opponents, obeying and respecting rules with intention to overwhelm with techniques and strategies of disequilibrium, bruise, immobilization or exclusion of one determined effort in the combination of attack and defense, is characterized as fight. They can be cited as example of fights, since the tricks of handle of war and practical arm of iron until the most complex ones of capoeira, judo and karate.

The current objectives of the fights had been extended, therefore it must be observed how much the base work is important. WEINECK (1999) observes that the "child is not an adult in miniature; its growth has referring different ratios to the adult. Therefore its training must occur of differentiated form respecting its process of matureness".

The lessons of fights possess a directed approach, to the technicism, that is, the specific motor movement of the fights or the robotization of the same ones.

One gives credit that the fights can be a half disciplinarian, as the parents in such a way desire, but must be developed not only with intention to discipline. However, what one defends and it considers, it is that it should be developed in a holistic vision.

It fits to the professor, inserted in a methodology with operationalized questions and the base of the discovery of problems, to acquire knowledge itself of the necessity of the formation of the child and that the same one uses the scientific support to base the practices one of the fights associated to the corporal culture and to awake values, as the participation of the pupils in its daily one, and that the same ones think, they request activities, they argue with the group and that the professor looks for taking the group a process of solution of problems, what certainly the wakening will take the child not only the technique, but its cognitive area and its comportamental conceptions.

The attitudinal dimension is considered a way to reach a purpose that is not the own game, where the pupil, when having experiences on its limitations, its potential, risks in developing based relations of mutuality in democratic values, also will have to learn to respect the rules of the game, for then in the future understanding the possibilities of its own body.

Two points they should be focalized and be discussed as for the infantile practical: the ludicity and the infantile competition: Ruffoni (2005) describes that the ludicity is of basic importance for the formation of the child.

To rethink its *práxis* and its relation with the pedagogical dimensions of the human motricity being from the educational and curricular aspects is of great professional and academic relevance for that they act with Physical Education and, specifically with the fights, a time that, the inquiry of the present study will bring contributions to rethink the cultural and educational values of the fights, fact that will be excellent for this sportive practical to be adjusted to the contemporary paradigms of the Physical Education.

According to Morin (2000) the education of the future demands an effort to transdisciplinate that it is capable to join sciences and humanities and to rupture with the opposition between nature and culture. It must be understood orientation with and mobility as a set of techniques that they aim at to organize the slight knowledge of space, time, movement and distance. The fight can act as a determinative way for self discovery, as well as, a way of development of mobility. The practical one of the fights has aroused interest in not only for its competitive aspect, but, over all, for the recreative, physical and mental benefits, among others.

The fight is more than a physical sport , it also intends to be a philosophy, that valorizes intelligence and worship the truth. Thus the spiritual development of this art will be so important as the objective to win the fights.

In the same way that if the developed or more important muscles for the execution of one exercise less determined below, also it is studied and if the weak points of the personality determine which, either it it fear, the reliable lack, the lack of will, the anguish, the anxiety, the lack of control or nervousness and, then, with the same care, that if dedicate to the development and improvement of the personality and the spirit. Only thus, its extension is practised the true concept of fights in all.

The corporal culture of movement is characterized, among other things, for the diversity of practical, manifestations and modalities. Many information of the media that arrive at the young and the adult of fragmented form are manipulated by

economic interests and ideological values, in the search for seducing them.

The contemporary fight cannot run away nor alienates from this reality, therefore it is impossible to deny the force that the industry of the leisure exerts in the behaviors and attitudes. The fights, are not only physical techniques for the body, but also a philosophical principle for the strenghtning of the spirit. Mainly this that the phases of the life will be applied in all human being, in all the challenges, combats and misfortunes in its activities, wants is sportive, social or professional ones.

THE IMPORTANCE OF THE LUDICITY

The competition, the art, the game and the tricks show the human being in search of itself exactly with the purpose to guarantee its survival, to conquer its happiness and to reach one real quality of life. If somebody desires to conquer this situation, it is necessary to walk in the direction of a Revolution of the Ludic one, based in the hope, the challenge, the freedom, the conflicts, the love, the joy, the cooperation, the beauty and the imagination.

The ludicity is the facilitator bridge of the learning. One suggests that the professor of fights rethink and questions on its form to teach. To use the chain of the Motricity Human being who nails the use of the playful one as motivational factor for any type of lesson, sportivae or not.

It is suggested to the professional of Physical Education that he/she should have a humanistic and progressive vision, supported in a perspective contemporary that objectifies the physical activity and makes with that the pupils develop themselves integrally. When assuming an ampler paper as to educate and to form eminently human values will be promoting the development of educating.

It is to have of the professor to exactly allow to the man the knowledge of itself, its limits and motor possibilities, as well as stimulating the three inherent areas to the behaviors of the nature human being, according to pedagogical vision: Cognitive, Affetive and Pyschomotrix.

Freire (1996) punctuated that to teach it demands critical reflection on the practical, therefore the own theoretical speech the one that is emphasized, should be in the such concrete way that almost confuses with the same one.

To extend the playful possibilities as half efficient and appropriate for the development of the pupils perpassa for the word key of the learning, the motivation.

Etymologically the word motive comes from the Latin "movere, motum" and it means what it makes to move, in consequence to motivate means to provoke movement. It is suitable, therefore, a new questioning: The motivation of the learning through the ludicidade would fight the boredom of elaborated and repetitive lessons?

It´s notorious the necessity of the repetition of the content for the learning in any degree of complexity is well-known. However the reduction in the amount of automatized motor gestures reduces the particularized of the specialized movement?

This way, the boredom provoked for always equal answers is a harmful factor to the learning, therefore, the alternation enters the learning of some bedding technicianal basis and the accomplishment of playful activities can contribute for the creation of the espaçamento necessary between the activities and, consequently, to improve the learning process.

The importance of the ludicity, as motivacional factor, justifies a bigger study on its use as strategy of education in the lessons of the fights for children, where the professor must ask himself/herself how much its position and behavior in relation to the with priority objective to provide to the practitioners of fights a globalizado development and not only physicist-technician, transforming them not into great champions, but into true men.

INFANTILE COMPETITION

When the thematic one of the child is broucheded, we cannot forget to discuss the question of the infantile competition, does not fit in this study to search the origins of the competitions, but yes, to show a reality that is present in our society, it means signal is highly competitive. Bruhns (1993) comments that when the competitive sport acts as an institution, with the agreement in the end, it is differentiated losers and winners.

The objective is not to criticize nor to finish with the children competitions , but to look for subsidies to brighten up the load of existing responsibilities in the sportive activities.

Ruffoni (2002) questions if the official competitions is beneficial for the formation of the children? Already it defended new a proposal of directed sportive matches to this age group.

In this study it is observed a preoccupying point, as: the excess of demanding from the technician and parents in having expressive results to remember, that we are not arguing the motive of these reasons, the reality is that such factors remain strong in our competitive context. The level of anxiety, level of aspiration, the presence of the auditorium, influence of the parents and the society, the awarding of the children at last facts excellent gifts and in our sportive events.

It is searched alternatives that can minimize such pertinent collections to the infantile competition.

It is believed that as professors of superior education to reach this ideal, the quarrel must be carried through at a first moment in a horizontal scale, that is, in academic level, so that later if they consider debates with its specific public, for one better agreement of these proposals.

In Ruffoni study (2002), he defends the importance of tournaments, in turn system and that all the children fight at least twice, Tubino (2004) comments that the medal does not have to be distributed of random form, therefore the same one is a prize an effective demonstration of its overcoming, therefore they must be conquered.

It is valuable to point out that the professor of Physical Education, in the events, will have to say every moment about the objectives of the infantile competitions, and to clarify that the competition is not an end in itself and it is for sure a way for the formation of children. However the promotion of meetings with the parents for one better awareness and the dialogue with professors who are in tune with present the pedagogical proposal certainly will promote the change of the sportive paradigm.

FINAL CONSIDERATIONS

When appreciating the question of the pedagogical reflection on the wrestlings is excellent that they are distinguished in two points: a proposal of paradigm change, of one disciplines of traditional fights, orthodox, for an activity directed toward the corporal culture of the movement, gives credit that this will be the starting point for a concept that has taken the child to a more active participation, reflexive and that if it searches a integrated vision in the formation of the pupil. One other factor that cannot be forgetted it is related to the infantile competition.

The professor must have the conscience to consider the competitions directed to the pedagogical value, where the competition can be plus an instrument in the formation of the child and that the same one acts as a way in this difficult mission that is the education nowadays.

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CHILDHOOD: A PEDAGOGICAL REFLECTION

ABSTRACT: The wrestlings, games of opposition, sports of combat, exist since the beginning of the times in all the civilizations. Nowadays this context is part of curricular disciplines in university level which is seen as a pedagogical instrument in the formation of the child. The present study it has for objective to consider a reflection with respect to the practice of the fights in infancy, as well as ponctuates pedagogical principles that must be part of the formation of the involved professionals of Physical Education with the block of contents called fights. The methodology used was descriptive, based on a revision of literature with an emphasis in the National Curricular Parameters (PCN' s). The Corporal Culture of the Movement considers a diversity of practical and cultural manifestations. It turned to this, some comments had been made in relation to the attitude objectives that must direct practical the pedagogical ones in the search of a paradigmatic change. Therefore, so that if the fights in the understood group age between 7 and 12 , can work, they are necessary to the search of a differentiated pedagogy, come back toward solution of problems, where the great victory will be the development of the pupil in the integral formation of the individual.

Key words: PCN's, fights; pedagogic reflection, paradigm, competition.

LUTTES DANS ENFANCE: UNE RÉFLEXION PÉDAGOGIQUE

Sommaire : Les luttes, les jeux, les sports de combat, accompagnent depuis toujours les civilisations.

Actuellement ce contexte fait partie des disciplines curriculaires au domaine universitaire. Il est vu comme un instrument pédagogique à la formation de l'enfant.

Cet étude a par but proposer une réflexion en ce qui concerne la pratique des luttes chez les enfants aussi bien que marquer les principes pédagogiques qui doivent participer de la formation des professionnels de l' Education Physique qui touchent les contenus appellés luttes.

La méthodologie employée a été descriptive basée sur une révision de la littérature appuyée aux Paramètres Curriculaires Nacionaux.

La Culture Corporelle du Mouvement propose une divérsité de pratiques et de manifestations culturelles.

Vers ce chemin quelques observations ont été faites par rapport les attitudes qui doivent directioner les pratiques pédagogiques à la recherche d'un changement de paradigme.

Pour qu'on puisse travailler les luttes avec les enfants qui ont entre 7 et 12 ans, on a besoin de rechercher une pédagogie différente qui va directement vers la solution des problèmes, là ou la victoire sera le développement de l'élève pour sa formation comme individu. **Mots clés**: PCN, luttes, réfléchissement pédagogique, paradigme, compétition.

LUCHAS EN LA INFANCIA: UNA REFLEXIÓN PEDAGÓGICA

Resumen Las luchas, juegos de oposición, deportes de combates existen desde el inicio de los tiempos en todas las civilizaciones. En los días actuales, ese contexto hace parte de las asignaturas curriculares en nivel universitario y se entiende como instrumento pedagógico en la formación del niño. El presente estudio tiene por objetivo proponer una reflexión en lo que concierne la práctica de las luchas en la infancia, así como puntuar principios pedagógicos que deben hacer parte de la formación de los profesionales de Educación Física envueltos con el bloque de contenidos nombrados luchas. La metodología utilizada es descriptiva, basada en un repaso de literatura con énfasis en los Parámetros Curriculares Nacionales (PCN's). La Cultura Corporal del Movimiento propone una diversidad de prácticas y de manifestaciones culturales. En este sentido, algunas observaciones se hacen en relación a los objetivos de actitudes que deben dar dirección a las prácticas pedagógicas en la búsqueda de un cambio paradigmático. Para tanto, para que se pueda trabajar las luchas en la fase comprendida entre 7 y 12 años, es necesaria la búsqueda de una pedagogía diferenciada, específica para esa edad, que se vuelva para solución de problemas, en que la gran victoria será el desarrollo del alumno en la formación integral del individuo.

Palabras llaves: PCN's, luchas; reflexión pedagógica, paradigma, competición.

LUTAS NA INFANCIA: UMA REFLEXÃO PEDAGÓGICA

Resumo: As lutas, jogos de oposição, esportes de combates, existem desde o início dos tempos em todas as civilizações. Nos dias de hoje esse contexto faz parte das disciplinas curriculares em nível universitário o qual é visto como um instrumento pedagógico na formação da criança. O presente estudo tem por objetivo propor uma reflexão no que concerne a prática das lutas na infância, bem como pontuar princípios pedagógicos que devem fazer parte da formação dos profissionais de Educação Física envolvidos com o bloco de conteúdos denominado lutas. A metodologia utilizada foi descritiva, baseada numa revisão de literatura com ênfase nos Parâmetros Curriculares Nacionais (PCN's). A Cultura Corporal do Movimento propõe uma diversidade de práticas e de manifestações culturais. Nesta direção, algumas observações foram feitas em relação aos objetivos atitudinais que devem direcionar as práticas pedagógicas na busca de uma mudança paradigmática. Para tanto, para que se possam trabalhar as lutas na faixa etária compreendida entre 7 e 12 anos, são necessárias à busca de uma pedagogia diferenciada, voltada para solução de problemas, onde a grande a vitória será o desenvolvimento do aluno na formação integral do individuo. **- Palavras chaves**: PCN's, lutas; reflexão pedagógica, paradigma, competição.