90 - THE USE OF FIGHTS AS A THEMATIC AXIS BY PHYSICAL EDUCATION TEACHERS OF THE MUNICIPAL NET OF TEACHING IN DOURADOS/MS

HONÓRIO DARLAN TORRES CARIAGA;
ZELIA APARECIDA MILANI PARIZOTTO;
ANDRÉIA CASAROTTI RIBEIRO
UNIGRAN e UFGD – DOURADOS – MATO GROSSO DO SUL - BRASIL
darlan07@yahoo.com.br

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INTRODUCTION

The Curricular National Parameters (CNPs) elaborated for the Scholar Physical Education have guided to changes that should occur on the praxis of this area pointing to other body theme to the inclusion of the programmatic contents that reach the general goals of Physical Education, getting out of the pattern practiced so far, which was totally aimed for the sports application. So, the fights were pointed as one of the possibilities of the approach by the Scholar Physical Education. (BRASIL, 1996; PEREIRA; FERON, 2010).

On the CNPs it is possible to find that the Scholar Physical Education (SPE) must conduct the student to use several thematic axis resulting on the absorption of a range of knowledge of the Corporal Culture of Movement and consequently affording some benefit on the life quality of this student (BRASIL, 1996). In this sense the fights can be an efficient pedagogical instrument, by being considered as activities of disciplinary and interdisciplinary potential; On the first situation because it proposes measures of respect to the other breaking the taboo that it could cause violence between its regulars, and in the second case, by the knowledge that it can afford with the relation among the several subjects of the curricular matrix. (BRASIL, 1996; PEREIRA; OLIVEIRA; SANTOS, 2006; FERON, 2010).

The man has survived being hunter, or being chased, it was need to run, jump, climb and fight, being against animals, weather, stark environment and also against other men, and from this need it started appearing movements and objects used against an opponent (FONTEYN, 1981 apud MACHADO NETO, 2008). The organization and trainee systems were also modified and improved for each situation and period, what makes the combat present in the human nature since its existence. (SOUZA JUNIOR; SANTOS, 2010).

By its nature the fights show a cultural pile historical and rich due to the corporal expression, contributing to the full development of the citizen already proved by professionals of health of several areas that can rescue principles of Physical Education on the health promotion, according to the Magazine 'Conselho Federal de Educação Física' (CONFEF, 2002:4).

But the reality in the scholar Physical Education is quite different, being the fights a little approached, or by the arguments of the cultural tendency of team sports into the square, also by the inexperience of teachers with the technician, association with violence or inexistence of right place and/or material (ARAÚJO; ROCHA, 2007).

The fights toward the Martial Arts focus on the sport, competition, return and performance, but when they are directed to school, they can be worked in form of opposition games which aims to afford the being of students' corporeity and self-knowledge, proposed by the Curricular National Parameters (BRASIL, 1996).

This kind of approach demands of a Physical Education professional: extend, know and upgrade their own knowledge through courses, talks and studies, living what the implicit follows the content, if using the creativity and alternatives of the area to create, innovate and propose the exercise, recreational activities and different games using the formal technician of learning to live this theme (NASCIMENTO; ALMEIDA, 2007; TORRES; GOMES, 2010; PEREIRA; FERON, 2010).

This way, the current study justified itself by its relevance about the information related to the theme being its goal to investigate the use of fights as a thematic axis by the Physical Education teachers of the municipal teaching of Dourados/MS, looking forward yet, to verify the conception, perception, knowledge, acceptance in the scholar environment and also cultural and personal impossibilities of professionals about the use of such content.

MATERIAL AND METHODS

It was a qualitative, quantitative and transversal field research, having a descriptive character that had the aim to describe, register, analyze, represent and correlate the facts (BARUFFI, 2004) and also, showing dada in percentage, measuring as much as the opinion, attitude, preferences and behaviors (VIEIRA; HOSSNE, 2003; CALLEGARI-JACQUES, 2004).

The project was appreciated by the Ethic Committee in Research with human being from Centro Universitário da Grande Dourados – Unigran, under the protocol 138/11, attending the resolution 196/96 (BRASIL, 2002); the data collect started only after the project's approval, assuring the clarification related to the research's aim, secrecy to the identity, respect of the cultural values, guaranteeing the respect of freedom of refuse or giving ups by the interviewers any time, obtaining the permission through their signatures on the Term of Free Permission, according to Leite et al., (2009). And also the feedback of the results, to the involved people and also to the places where the research took place, through individual letter written by Silva e Parizotto (2009).

The research was done in 14 out of 26 municipal schools of Dourados/MS, being more than 50% of the total number chosen through simple and casual draw, distributed by region looking forward to contemplate all regions of the city. The institutions' names and the data related to their places will not be publicized aiming to preserve the anonymity of the evolved. The sample was formed by 37 teachers/professors, both genders, between 25 and 40 years old, chosen random samples, through draw considering the criterion of exclusion and inclusion need to the study.

RESULTS AND DISCUSSION

From the results obtained among the questioned teachers/professors, 23 (62,16%) affirmed to use the practice of fight in their classes and 11 (29,72%) said that they do not use this content as theme for their classes, and 03 (0,81%) preferred not to answer the questions, according to information showed in the figure 1:

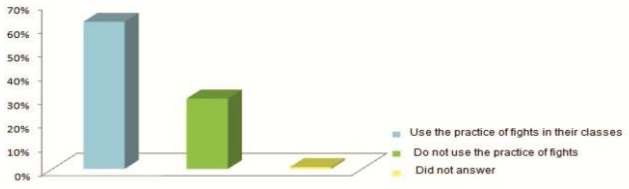

Figure 1: Data that show the use of the fights as thematic axis in PE class in schools of Dourados.

Through the answers received it is possible to observe that there is use of fights as a content proposal pointed by the Curricular National Parameters by part of some professionals, showing interest of changing and/or vary the old 'ball pedagogy' in their classes, allowing the students a wider knowledge about the corporal culture existent in the scholar PE.

Related to the positive answers (n=23/62,16%), made possible to certify that some professionals use some means of including the fights in their classes, among them, the recreational practices and/or ludic as the most used way of transmission, well succeeded in videos, being followed by the help of experts and other alternatives that reach the equivalent percentage, and also practical classes.

Therefore, the professionals who teach through video (04-17.39%), experts help (03 – 13,04%), ludic practices (17 – 73,91%), practical classes (01 – 4,34%) and other alternatives (03 – 13,04%), according to figure 2.

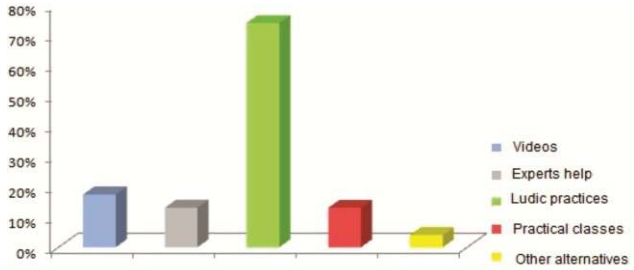

Figure 2: Data about the resource used by the professionals to develop the content of fights.

The greatest part uses the fights in a ludic way and this is one of the ways to transmit and apply the fights start contents in a school. Play fight develop the physical factors, and still demands a great cognitive effort (strategies formulation) simultaneously. The affective and social factor can be observed by the development of self-worth, self-control and determination on the students (FERREIRA, 2006; FERREIRA, 2009).

The protocol issue that includes 'other alternatives' is justified by the offering of some fights in extension projects offered by the school as the interviewee number 13 says: “It takes place at school the karate project and the students get the knowledge from the teacher of this modality”.

Out of 37 interviewees, 13 (35,13%) consider that fights is just about the combat technician pre existents, while 21 (56,75%) affirmed that any activity which two opponents confront arm wrestling and tug of war can be considered as a kind of fight. It is also considered that 03 (8,10%) of the professionals interviewed have not answered all the questions. The result shows that most professionals do not recognize the fight as diversified form. For them only karate, judo, capoeira and similar activities are considered fights. So it is denied to the students the opportunity of fighting, being a simple battle or tug of war or arm wrestling. The results can be seen in picture three.

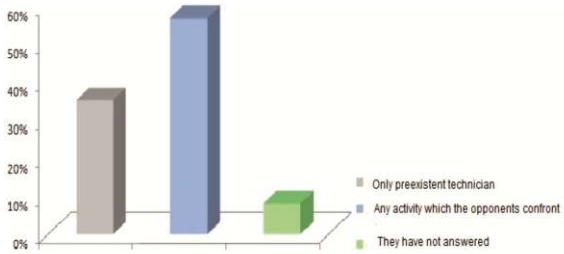

Figure 3: Data for the concept of fights.

When they were asked about what kind of fight would be ideal to be practiced in the scholar environment 03 (8,10%) answered that 'any kind of fight should be practiced at school because it produces aggressiveness', 12 (32,43%) answered that “capoeira is the best propose of application', 04 (10,81%) said karate; 18 (48,64%) believe that it is judo; 02 (5,40%) Tae-kwon-do; 02 (5,40%) think that it is kung-fu; 01 (2,70%) answered Jiu-Jitsu; 02 (5,40%) Olympic fights and 15 (40,54%) answered that fights at school must be ludic, through games such as tug of war, arm wrestling thumb fight among others, according they are shown in figure 4.

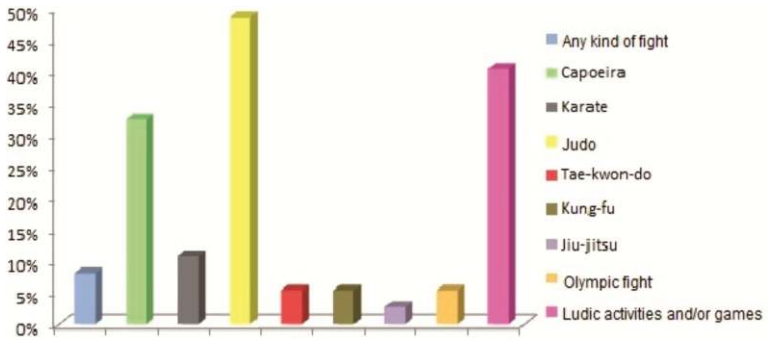

Figure 4: Data according to the ideal modality of fight to be worked at school on the interviewees'' view.

This answer shows that judo is the most popular among the modalities evolved (maybe because its visibility due to the Olympic games and a great number of championships), the following is capoeira, an afro-brazilian fight and more national of all, and the karate (believing that motivated by the influence of several cartoons and movies). The result a little expressive reached by Jiu-Jitsu brings the reflection to the behavior of few regulars of this modality of martial arts (FERREIRA, 2009).

From the open questions that allowed the interviewees the free expression of their concepts, it was able to get some answers based on particular ideas to the issue related to the kind of fight that could be applied, such as:

[…] All that have pre established rules and that can be used as corporal expression (interviewee 2). […] All of them since they do not impel the violence but the sport (interviewee 6). […] Any one since the rules and the integrity of the participants are respected (interviewee 17). […] All the inclusive forms ((interviewees 18 and 19). […] All of them since it works on the fight and the ludic. (interviewee 23).

When they were asked if the fight generates violence at school 04 (10,81%) answered yes, 13 (35,13%) answered no and 17 (45,94%) said that it depends on the teacher and other 3 (8,10%) have not answered. Data on the figure 5:

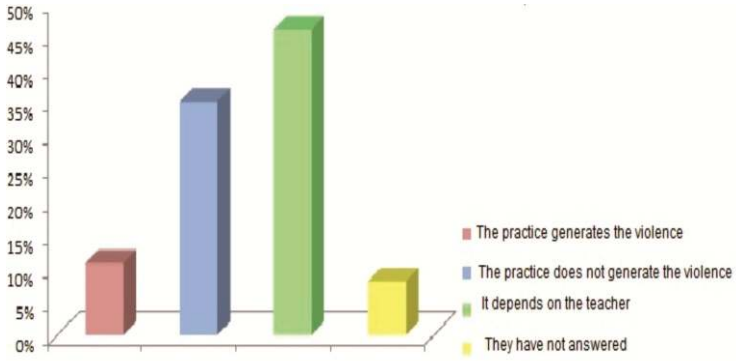

Figure 5: Data according to what they think about the fights.

About the professionals (n=04; 10,81%) answered that the practice can generate violence, there were arguments in their answers such as:

[…] Because the students already have historic of violence (interviewee 21). […] Because the children reproduce the strokes on their classmates then (interviewee 29).

The 13 (35,13%) that answered to believe that the practice of fights does not generate violence have justified their answer:

[…] Because fight is a sport like other, and if it is worked in the right way, always seeking to the respect among its regulars it does not generate violence (interviewee 6). […] Because the essential principle of fights is not the violence, so, it will guide the teacher's work. Another different conduct of work apply to that not prepared professional to this practice (interviewee 9). […] It develops the consciousness and the respect to the interaction of different cultures, develop the motor and cognitive coordination (interviewee 19).

While 17 (45,94%) that said that 'it depends on the teacher' the argument was:

[…] If the teacher do not know how to explain what is the aim of the fights at school the students can use them to practice the violence out of the school or even in the classroom (interviewee 01). […] Because everything will develop in a way that the teacher will perform the fight in the class, because the rules always seem to be specific to each kind of fight, aiming to punish violent acts and also hits below the belt (interviewee 07). […] The teacher must always work on the respect and other moral values (interviewee 14).

The violence does not show particularly in the practice of fights, considering that any approached theme if not found and have a correct pedagogical treat, it will possibly cause conflicts and a hostile atmosphere (NASCIMENTO; ALMEIDA, 2007).

They were also questioned if the PE students practice fights in classes of the matrix of the superior course they could become more aggressive, 3 (8,10%) said yes, 19 (51,35%) said no, 12 (32,43%) said maybe and 3 (8,10%) have not answered according to the picture 6, which shows a wrong vision about this practice philosophy, of a parcel of employees that even being the least part, they have the function of 'teaching' the several forms of culture, expression and corporal development.

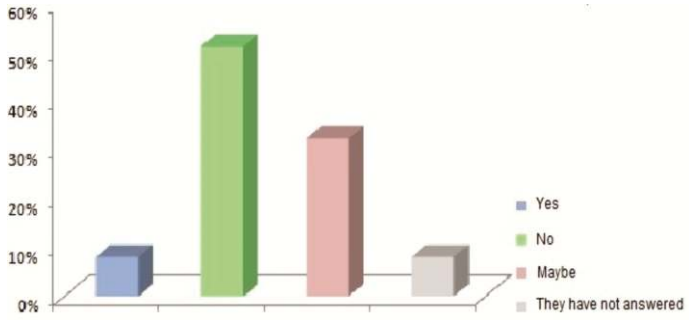

Figure 6: Data according to the students becoming more aggressive.

Related to the knowledge of the use of fights by the Curricular National Parameters, the professionals evolved expressed divergences in their opinions and most of them showed understanding linked to the effects of the fights application. This understanding was divided into categories established in:

Social character

[…] For the good social relationship ((interviewee 3); […] To help them in the social cohabit (interviewee 4); […] Help in the students' social cohabit (interviewee 5).

Disciplinarian character

[…] That they are good to discipline the students (interviewee 5); […] That the fights must be worked in a way that do not incite the violence and promote the respect and union among the students (interviewee 6).

Character of motor abilities

[…] The fights are favorable to students since they are profitable to each class (interviewee 11); […] The fights improve

the students' skills and contribute to the teaching and improving the motor abilities (interviewee 21).

Inclusion character

[…] They must be worked as scholar inclusion (interviewees 18 and 19).

Curricular component

[…] I know they are themes to be worked and they are expected in the Curricular National Parameters (interviewees 10 and 25); […] I know that the content can be applied since the teacher has the knowledge (interviewee 14); […] Corporal culture of movement… it is the scholar PE's task to assure all the practices (interviewee 16); […] The knowledge is through the curricular references of the state (interviewee 20); […] I know they are in Curricular National Parameters but I cannot see a way to apply them (interviewee 30).

It was quoted the extension project by one of the interviewee: […] In the Curricular National Parameters we have as content and we have already done partnership with the teachers of the projects and that have more knowledge and we also used video sources nowadays and we let the karate and jodo projects' charge existent in the municipal net of teaching (interviewee 12).

It has shown a very considerable and conscious opinion about the theme and also good professionals who work on it: […] Within the Curricular National Parameters, the fight content is insert and its practice is a student's right assured by this document. What happens is some confusion about the theme due to a little theoretical foundation by most of professionals related to PE, what omits this content, not giving the opportunity to the student to live and practice the experience of such great educational content (interviewee 09).

One of the interviewee points one of the difficulties faced by the PE professional who has not had the fights included on his academic graduation: […] It's very utopic, because nowadays I know that it is already studied in college, which wasn't my case… To have a good dominium about this content it is necessary more than good will. I worked on fights in the last two periods on fundamental II and on high school without knowing about 'fights' and I had difficulty in transmit the content to the students without dominating this issue. It was very valuable due to the history and the search for the very diverse forms of fights (interviewee 2).

Besides the lack of material, not appropriate physical space, low salaries, it must be summed to the difficulties already faced by the PE professionals on their performance while a teacher, the fact that, the ones graduated a long time ago have not had the opportunity of living the practice of fighting which makes their knowledge limited, making harder their performance in this area. It's the professional function then, seek for means to reach such knowledge and transmit them, achieving so the competences and abilities that permeate their performance in the scholar PE.

FINAL CONSIDERATIONS

From the results got in this search it was possible to conclude that the people evolved in the search have the knowledge on the conjecture that guide the different content pointed by the Curricular National Parameter, nevertheless, certain resistant to the corporal culture diversity still persists when it is related to contents that can be applied to teaching, limiting to the fitness center practice, what makes the level of knowledge poor related to the student's level of knowledge about the possibilities of corporal culture of the human movement.

The fight practice, when it happens, shows itself isolated by some teacher's initiative or through extension projects done in schools. It can be observed a changed impression of the meaning and/or concept of fights and its plurality of application and the interpretation of them where it can be created certain synonym between 'fights' and 'violence', contradictory synonym to the intention of the fights in PE and of the philosophy existent in martial arts evidencing the need of a wide debate about the theme, clarifying the philosophy about each kind of fight, the discipline that the experience of these practices aggregate to their regulars.

It can be understood then that the need for capacitation offer and courses to the PE professionals, aiming a better comprehension of the Curricular National Parameter contents and its several forms to the worked developing a wider corporal consciousness of the students in their classes, and consequently offering some different PE class and some higher qualities one too.

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Rua: Barão do Rio Branco nº 650 Bairro: Jardim Clímax
CEP: 79.800-025 – Dourados/MS

THE USE OF FIGHTS AS A THEMATIC AXIS BY PHYSICAL EDUCATION TEACHERS/PROFESSORS OF THE MUNICIPAL NET OF TEACHING IN DOURADOS/MS

ABSTRACT

Investigate the use of fights as thematic axis by physical education teachers of the municipal net of teaching in Dourados/MS. It was a qualitative, quantitative and transversal field research, having a descriptive character. The population was formed by 37 teachers/professors, both genders, between 25 and 40 years old, professionals who act in the Municipal net of teaching in Dourados/MS, being accomplished in 14 out of 26 municipal schools of Dourados/MS chosen through simple and casual draw, contemplating all the regions of the city. The results have expressed that most of the professionals resorts in anyway to the theme as practice of their classes. From 37 professionals questioned, 23 (62,16%) have affirmed the practice of fights in their classes and 11 (29,72%) have said that they do not use this content as theme in their classes, and still 03 (0,81%) have opted not to answer this question. It is possible to conclude that Physical Education cannot provide such different ways of body culture indicated by the Curricular National Parameters, being required an update and study of the theme related, among them the fights, and also making use of creativity in possible alternatives in this area.

KEYWORDS: Scholar Physical Education. Fights. Contents.

L'UTILISATION DES COMBATS COMME AXE THÉMATIQUE PAR LES ENSEIGNANTS DE ÉDUCATION PHYSIQUE DU RÉSEAU MUNICIPALE D'ENSEIGNEMENT DE DOURADOS/MS

RÉSUMÉ

Étudier l'utilisation des combats comme axes thématiques par les enseignants d'éducation physique des écoles municipales de Dourados / MS. Il était une recherche sur le terrain, qualitative et quantitative, transversale et d'étude descriptive, la population était composée de 37 enseignants, des deux sexes, âgés de 25 et 40 ans, les professionnels qui travaillent en réseau municipal des écoles de Dourados / MS, étant realisées en 14 des 26 écoles municipale de Dourados / MS choisie dans un tirage aléatoire simple , couvrant toutes les régions de la ville. Les résultats expriment que la plupart des professionnels utilisent en quelque sorte le thème comme pratique de leurs classes. Parmi les 37 professionnels interrogés 23 (62,16%) ont déclaré la pratique de la lutte dans leurs classes et 11 (29,72%) ont indiqué qu'ils ne l'utilisent pas ce contenu comme un thème dans leurs classes, et même 03 (0,81%) ont choisi ne pas répondre à cette question. On est conclu que l'éducation physique ne fournit pas encore les différentes formes de culture physique, indiqués par les PCNs,étant nécessaire atualisation et étude des sujets connexes, entre eux les luttes , et en utlilisant des alternatives possibilités dans la zone avec créativité

MOTS-CLÉS: Éducation Physique Scolaire. Luttes. Contenus.

USO DE LUCHA COMO TEMA DE PRIORIDAD DE PROFESORES DE EDUCACIÓN FÍSICA PARA LAS ESCUELAS MUNICIPALES DE DOURADOS/MS

RESUMEN

Investigar el uso de las luchas como temas para los profesores de Educación Física de las escuelas municipales de Dourados / MS. Fue una investigación de campo, cualitativa y cuantitativa, transversal y descriptivo, la población estuvo conformada por 37 profesores, de ambos sexos, entre 25 y 40 años de edad, los profesionales que trabajan en las escuelas públicas municipales de Dourados / MS, que se celebra en 14 de las 26 Escuelas Municipales de Dourados / MS en seleccionado sorteo aleatorio simple, que cubre todas las regiones de la ciudad. Los resultados expresan que los profesionales de alguna manera usan el tema de poner en práctica sus enseñanzas. De los 37 profesionales cuestionaron 23 (62.16%) dijeron que la práctica de la lucha en sus clases y 11 (29,72%) informaron de que no utilizan este contenido como tema en sus clases, e incluso 03 (0,81%) eligió no respondió a esta pregunta. Se concluye que la educación física no proporciona las diversas formas de la cultura física, indicados por números de control, lo que requiere la actualización y estudio de los temas relacionados, incluyendo luchas, y el uso de las alternativas con creatividad.

PALABRAS CLAVE: Educacion Física Escolar. Luchas. Contenidos.

A UTILIZAÇÃO DAS LUTAS COMO EIXO TEMÁTICO PELOS PROFESSORES DE EDUCAÇÃO FÍSICA DA REDE MUNICIPAL DE ENSINO DE DOURADOS/MS

RESUMO

Investigar a utilização das lutas como eixos temáticos pelos professores de Educação Física da Rede Municipal de Ensino de Dourados/MS. Tratou-se de uma pesquisa de campo, qualitativa e quantitativa, transversal e de caráter descritivo, a população constituiu de 37 professores, de ambos os sexos, entre 25 e 40 anos de idade, profissionais que atuam na Rede Pública Municipal das Escolas de Dourados/MS, sendo realizada em 14 das 26 Escolas Municipais de Dourados/MS escolhidas em sorteio aleatório casual simples, contemplando todas as regiões da cidade. Os resultados expressaram que a maioria dos profissionais recorre de algum modo ao tema como prática de suas aulas. Dos 37 profissionais questionados 23 (62,16%) afirmaram a prática das lutas em suas aulas e 11 (29,72%) relataram que não recorrem a este conteúdo como tema em suas aulas, e ainda 03 (0,81%) optaram por não responder à esta questão. Conclui-se que a Educação Física ainda não proporciona as diversas formas de cultura corporal, indicadas pelos PCNs, sendo necessária atualização e estudo dos temas relacionados, entre eles as lutas, e se utilizando das alternativas possibilitadas na área com criatividade.

PALAVRAS-CHAVE: Educação Física Escolar. Lutas. Conteúdos.