12 - WUSHU IN THE PERTAINING TO SCHOOL PHYSICAL EDUCATION: PEDAGOGICAL POSSIBILITIES FOR PHYSICAL EDUCATION PERTAINING TO SCHOOL TRANSDISCIPLINAR

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1. INTRODUCTION

The history of the humanity can seem linear and constant, but it suffers to discontinuities and considerable ruptures. If to take as reference the beginning of the civilization, we will understand that this spalling if gave from the moment that the human being was if moving away from the nature. Through it the human being understood that it could be autoconhecer because, together, nature-humanity, kept a private dialogue that if perpetuated from the stages human beings who tried to say many things on each instant lived in the face of the land, a form to understand its proper evolution. (AND; SPLANGER, 1982)

To study what if he understood as evolution human being, some scholars had created specific pedagogical proposals that had been if expanding, diversifying as study objects that each population dedicated in greater or minor probity. One of them was the study of the human body, a secular fight in favor of a possibility, despite remote, to get the longevity. Betting that a structuralized education more could lead to these universal intentions, the human being idealized institutions that took the handle this desire. For this, it included in the roll of idealizações, pertaining to school institutions, areas of education and contents, whose essential knowledge, judgeships, had been being composites so that they understood as to reach the primary objective: to survive. They had removed, then, of the daily one, elements that could serve of base to increase the efficiency of these to know endorsed in the corporal activities. Between all these cunnings, the fight, an activity of defense and have attacked any thing that if put in the way of the human objective, were always led in consideration. With the time, these practical if had become part of a select group to know e, from there for front, areas of knowledge had been giving body to the destinations of each one. Each being, in all society, of some form, used, more or less, this activity. In what it refers to to the development of the techniques, in itself, some societies had preserved as icon, what differentiated one of the other. If in Spain the dance flamenca is a cultural code, in the east, mainly in Japan and China, the martial arts possess a special place in the society. It was always necessary to know as to preserve them, to understand them and to conserve them. (NATALI, 1985)

2. THE WUSHU IN THE PERTAINING TO SCHOOL PHYSICAL EDUCATION

We perceive, still, that the education of the body and for the body was one of the inserted ways in the education of the human being. To study it in its complex relation with the other, a time that the existence of the other is that it intervenes with walking of any human being in search of knowing, diverse activities had been enriching its content with knowing and making. The Homo to faber, that is, the man who makes, that transforms the nature, with the advance of the centuries and the domain politician on the humanity, became the education an icon of its proper development. However it was if branching off from the majority interests. If to observe excellent points in the history of the humanity, the education is a crucial point for approach of the peoples even so, either for the education, that to the times the bodies if rebel, if magoam and if they move away, when it would have to be the the opposite. It is for the education that the human beings learned if to set and to defend, practical still more common in the start of the civilization of what in the current days, where the body already is not committed, as much, in the fights body the body. This because the armamentícia race if charged to take for itself this paper. In Salvador, it has an increasing number of schools of martial arts, gaining a space that if approaches even though to the capoeira. For some masters of martial arts, it it is necessary so that if it understands, also, as ocidente conceives the human being and it in accordance with educates it a life ideal that permeia the integration of the being. Of this form they question: How to work the martial arts as possibilities to manage as many fidgets in the context of basic education, in the medium, a ONG, or any space that the human being occupies? If to observe that the young population is submitted to the influence of the modismos that stimulate diverse considered actions antissociais, others, of philosophical nature, are, of certain form, to the edge of the process. This because the adolescents, in tenra age, for the uneasy nature that them is proper, want, immediately, to reproduce what the media propagates as action in the martial arts. For they, he is sufficiently dificultoso to pass for the same process lived for other adolescents in the cities that had given origin to the used martial arts in Brazil. Until the Chinese youth, that is not the same one, they possess ballasts of an education that still conserve them as eastern traditions, with all the intervention of the American cinema.

Therefore, the introduction of activities that have as perspective the search of the espontaneidade, creativity and intuition in practical and the philosophy of the physical activities finds, in the martial arts, an element of great importance because it goes finding breach to treat, also, of the activities where the disputes are part, such as `bumba my ox', among others popular manifestations. Since that people obtain arguments, where if perceives that the education has a trend to remain itself in proper cultural conserves, since that people have not implanted a external education our ideals, everything is possible in education of the movement. This in takes them to question: which the possibilities of a proposal pedagogical that year uses the Eastern Martial Arts in the Pertaining to school Physical Education for the education of 6º to 9º, with sights to the development of the espontaneidade and creativity? The pertinent extensive bibliographical revision to other areas of knowing, not only became necessary because the context of the proper martial arts immerges into diverse sources of knowing, such as philosophy, history and Chinese and Brazilian education basic, others that make a speeched on the integration be-nature, treating to the holistic principles in the education and to the martial arts in a general way. These pedagogical proposals in the education and physical education, from practical the holistic ones, such as the Inter and transdisciplinar, psicodrama, labanotation, art and science, art and education, dance and theater, could have been lived deeply of joint form, a time that kung fu if constitutes of all these practical considered dramatical for its diverse representations, what it very becomes the rich study of representations.

3. THE MARTIAL ARTS IN BRAZILIAN PERTAINING TO SCHOOL ENVIRONMENT

Particularly, in Brazil, the Brazilian education, since the settling preserved many of these abilities and, with intensified immigration, mainly in centuries XVIII and XIX, excited important contribution for the consolidation of the constitution, what it endorsed bases for the national education. Practical the educative ones, of certain form, compelled to take science of the diverse physical abilities, between them, the fights and defenses body the body, with or without weapons for the necessities of the time.

We know how much the agreement between fellow creatures or dessemelhantes is difficult, mainly in the referenciado century and the education, pautada in the social intentions, in tendenciosa way, a track was leaving of what if it can or not make with this or that body that is dividing the same space. Around these meeting and failures in meeting, the fights had been being structuralized and inserted in the education of the people, many times without the lesser apparent utility, but in the unconscious one. Knowing that, for inexplicable reasons, the human beings, when giving the first steps, start to fight with the wind, the imaginary e, years later, baby to its side, and a little fight with coleguinha more ahead, in the time, they fight with amiguinho that it is dividing games and tricks of all luck, the body the body that we see in the animals and an element of great importance for the formation human being. We have knowledge, also, that to arrive itself at the formation of a people, diverse interraciais crossings go sculpturing other bodies, from cultures go off, that they go constituting new cultural forms that include diverse forms of fights. These factors must be taken in consideration, a time that is impossible to take as reference only the local cultures, a time that the civilization, consisting of all the cultures that are gifts in the terrena face, in a way or another one, goes consolidating the formation of a people with an incalculable somatório of activities. In the case of the corporal education, all its constituent had been important in the history of the physical education pertaining to school Brazilian. Since that it was structuralized, the permanence of some forms to work the body had shown that it has a continuity of the human real intentions - to always fight, to fight, indefinitamente, for something or somebody. By such reasons, still they are considered valorativos, the fights, you brandish them, that, inexplicably, they had been classified in one another category of fight. (LANÇANOVA, 2007)

In Brazil, since the arrival of the Christian Association and Moços (ACM) it had an increasing popularização of the North American contingent in Brazilian lands and, despite it was not presented in expressivo number, its knowledge if they had spread expressivamente. In fact, the ACM brought many things, but the fights had not come in the form as we know it. Of different form, games, gymnastics, fight (boxe) that they do not leave of being a form to fight, either against the weight, either against the teams adversary, is a different fight, but that he remains with the two opposing sides yin-yang, divergindo themselves and attracting themselves, as the Chinese express. Unhappyly the related association, at the same time where it brought a significant repertoire of activities, left the practical ones of physical activities to become routines. Using always the same sports and reducing the possibility of efficient a physical work, it contributed for the history of the human movement, yes, but, to the measure that was if augmenting, despite facetas of the development of the area of the human movement was not so rich how many others, leave-in the a sensation of an emptiness. With the time, many areas of the knowledge had been if structuralizing to become these practical developed more, and, of certain form, to occupy this emptiness, becoming the intention of the teach-learning a corporal education, a form to find activities or forms to make understood them. In the field of neurology, for example, it seems to have advanced the studies that turn on the teach-learning, in all the directions. We see diverse workmanships and specialized magazines that they show how much are important the multiplicity of experiences, mainly in the motor field, associating it it the experiences with neuroimagens. This proves, definitively, that to extend this field it is to submit it it well diversified corporal activities, a time that the theories in this field of study recommend to diversify practical the corporal ones to feed the brain with new features. Of this form, we come back to show that the ACM in them left an incomplete repertoire in what refers to to the necessity of movements, but profícuo how much to the bases of a promising investment in the corporal education, that later was structuralized as Physical Education, or better, `Education for/for the Human Movement', of some form.

Although the Physical Education has always presented with a plurality of activities, the lack of the biggest one offers of alternatives to execute them leaves the context of the physical education pertaining to school empobrecida. Soon in the phase where it is essential to be trying the new, the unusual one, the proliferation of sports, still seems to be distant of the ideal in pertaining to school environments, mainly the public schools. In diverse years of the escolarização, the child and the young one go if submitting to a conditioning, a reducionismo of practical physics that harms all the etárias bands, mainly the phase of the adolescence. In this period, the adolescent if puts to the test, affirming its identity and yearning for for the attendance of its wills and understanding of its fears. It is perceived that this generates certain disequilibrium in the exit of the puberty, in relation to the crisis of identity of the adolescents, therefore youth, in its majority, anxious for new features, searchs them it all instant. The indiscipline generated for the parental absence, also is a problem that seems to affect youngest, perhaps caused for the excess of freedom given for the parents or for that they deal directly with them that, many times show to aggressive, satiated salient behaviors in `byulling' and other placed manifestations as violence acts. In these instances, the fights are a precious instrument to aplacar its desires of fury, to the times ensandecida. Of this form, the choices of the activities in the pertaining to school universe must carefully be planned e, in this planning, must be given attention so that the elements are inserted in the activities surprise, not so common in the daily physical education. They are they who will guarantee a bigger motivation for the offered teach-learning and for the necessity of an understanding of corporal elements that they can signal physical aspects, not yet perceived for the proper pupils. The fight, in this in case that, is a content that would take care of, very appropriately, these primary necessities. By the way, she is one of the activities that the corporal contact if makes gift, what already it is a sine qua non reason for its participation in the daily pertaining to school. (COBRA, 2003)

The young likes challenge, and the games and fights are part of its repertoire. To surprise them with activities of fights, for example, is a good start to understand itself as the corporal dialogue is worked per item. In this way, with the permissividade of the insertion them fights in the corporal culture it movement, will have a bigger disposal to search cultural diversity e, mainly, to argue on condizentes elements to the violence and the search of the peace in the planet, what it makes use the martial arts as excellent a proposal pedagogical to associate the culture occidental person to the oriental. It is for the eastern martial arts that we can find greaters explanations on the speech of oppositions: science and art, peace and war, love and hatred, among others. Many times the martial arts are understood as alternative that they print more violence and, for others, as alternative to waste it. But, sabidamente, the martial arts, incorporate groups of alternative activities that, implanted in the diverse colleges of Salvador, could assist to construct a being in evolution and understand, of certain form, the phenomenon of the capoeira as martial art occidental person. The lack of a study, deeper, on the presence of the fights in the context of the physical education, mainly in the facultieses, is one of the classic problems in the field of the research in Physical Education, mainly in those relative ones to the pertaining to school physical education. Perhaps, therefore a qualified faculty does not exist for, the the least, to offer the subject as plus a research possibility. (AZEVEDO, 1993)

Although some of them belong to the resume of the majority of the facultieses of Physical Education of Brazil, in Salvador and adjacencies, this is not common. From there the necessity of magnifying of this activity that has an acceptance level a little ampler in the remain of apís. However, in virtue of the facultieses and university to be bred in a perspective to exclusively discipline and to deal with the transmission process/acquisition of knowledge, that are conceived and presented of separate form, broken up, through the boardings of the different ones you discipline, is difficult the insertion of other activities, beyond already recognized as the obligator ones in the national curricular grating, the example of swimming, atletismo, voleibol, basquete, gymnastics among others. Taking as reference the education hodierna that it requires an integration more effective in the fields of knowing, the corporal culture of the movement, implanted here in Brazil, becomes this difficult work. If to continue

keeping the same estratificadas rules that, since the formation of the Brazilian society, when different laws had been being implanted in this State, that if says national, continue exerting domain on the espontaneidade and creativity of the population, we will not obtain to extract what it is more necessary in a work of motor education: to develop the espontaneidade and creativity through the multiple experiences in the motor field. (FERREIRA, 2006)

We know that the set of values, knowledge and customs that take the people of a society to move themselves and to take care of of the body in coherent way with the established rules, is practical national. But, when being shaped by the media, these rules go if transforming into an instrument that the proper accepted society as logical and as part of the formation it future citizen. Being based on these rules, the contents of the facultieses of Physical Education go implementing the communitarian necessities where they are inserted. This everything can be valid, since that let us assume that the necessity of if experienciar the new is a existencial condition. (MILLMAN, 1994)

METHODOLOGY

Leaving of the agreement of as the martial education, arts and proper kung fu could be inserted in the pertaining to school universe, organizes a vast theoretical referencial that, gradually, answered to the study question and contemplated the main objective: to recognize in the searched referencial the possibilities of pedagogical proposals of used martial arts in the pertaining to school Physical Education, considering kung fu. To organize the work, we follow, for order of subjects, in lower court, the historical evolution of the Physical Education, in it surprising the fights in the pertaining to school physical education, properly said; we present the development of the martial arts, properly said, standing out the practised arts more in Brazil. We glimpse as methodology the possibilities of if introducing the transdisciplinaridade, psicodrama, consubstanciado for methodologies that give opening for such, as the Spectrum de Muska Mosston. For the theoretical referencial we use some workmanships that had been essential in the philosophical conceptions that had guided the study: To sound (2007), Krishnamurti (1954), Weil (1995), Morin (2003), YUS (2002) contemplating the agreement on the transdisciplinaridade, the art to learn, be-being, complexity in the education, characteristics between difference and repetition, what it directs this proposal of study for a possibility of if working `the art to learn for the human development'.

To understand itself as to work the espontaneidade and the creativity, we find the necessary requirements in the workmanships of Colored person (s.d.) and Rasp (2006) that they so present `' in the education, the development of the espontaneidade and creativity in the morenianas conceptions, using kung fu as an activity-half and activity-end. To present the basic concepts of kung fu, we use the workmanship of Minick (1975), among others martial works of art, such as of Bruce Lee, translated for Little (2000). We stand out that other referring workmanships to the martial arts had contributed for the agreement on the Chinese and Japanese martial arts, in a general way. We finish the exposition of the study with the presentation of the workmanships of Medina (2000), Franc (2004) and of Muska Mosston to show as these authors had treated the practical conventional and tecnicista in a perspective to extend the relation professor-pupil. Other workmanships less or more will be detailed as the necessity of the information that also enclose the practical revolutionaries and transdisciplinares, deriving of implicit the holistic bases in proper `so', with priority element of knowing Chinese oriental.

FINAL CONSIDERATIONS

From the presented considerações, the hypothesis raised in points them that the possibilities of a proposal of eastern Martial Arts with respect to basic education II, while reference of fight, treated for the pertaining to school Physical Education, propitiates the integral development of the pupil citizen, if to contextualizarmos the pedagogical potential of this content with the social and historical reality that it presents in the cultural production human being. Of these considerações, the research that took body and assumes a new source, the measure that the work goes being structuralized. The difficulties start to appear, what it is very common when is intended to make the necessary analogies. For this, as pertaining to school initiative, practical of kung fu, limits, of this form, the vulgarity of the proper sport. In this context, she was necessary to opt more to two considered styles spread between the too much styles, a time that this martial art, in special, if composes in myriad styles. Therefore, to take as base the styles wushu weijia (tai chi chuan) and wushu waijia (shaolin) were a wise decision, in virtue of each one of these styles to be a representation of a very bigger set of other styles. This would confuse the disciples and it would not add much thing for a physical education that if believes to be pertinent, will have oportunizado to the pupil a plurality of experiences, as synthetic form of study on the holistic principles that the Chinese art loads. Equally, for the especificidades of each one of the two categories, leaving clearly that both belong to wushu kung fu. Of this form, kung fu was perceived as one practical one where the possibilities of a corporal holistic work can be developed, even because, to work the meeting of the opposites such as: east with ocidente, fast and slow, direct and indirect, strong and weak, hot and cold, as it foresees the principles of labanotation, created by Rudolf von Laban, standing out the qualities of the movement as we will see in the course of the work, facilitates the corporal awareness.

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WUSHU IN THE PERTAINING TO SCHOOL PHYSICAL EDUCATION: PEDAGOGICAL POSSIBILITIES FOR PHYSICAL EDUCATION PERTAINING TO SCHOOL TRANSDISCIPLINAR

ABSTRACT

This research, of bibliographical, objective nature to present, from the produced studies, pedagogical proposals where the Eastern Martial Arts, from wushu (kung fu), contribute for the pertaining to school Physical Education in a context to transdisciplinar. The question that moved the study mentions the possibilities to it for the use, in special, of the Chinese Martial Arts for perceiving a confluence to know that they characterize it. The happened hypothesis of the problematizadora question points that the suggested proposals propitiate the integral development of the learning, if to contextualizarmos the practical with the social reality and historical express in the cultural production human being. As result, it points to be viable the inclusion of kung fu, if this proposal to keep the holistic nature that it is proper, prioritizing the development of the espontaneidade, creativity, sensitivity and intuition. Taking as base the challenge to direct an action line that would be capable to unchain a process integrator and participativo in the pertaining to school physical education, we find some of them where reason and emotion tend if to complement, despite if it cannot consider a true integration, as it is the case of the conventional and tecnicistas systems. Of this form, such practical, propagated in the pertaining to school physical education, assist to modify the routine established for the convencionalismo used in the practical esportivas. In one second tier, it is possible to develop the espontaneidade, the intuition and the creativity endorsing itself in the moreniana conception, and, therefore, Inter and transdisciplinar using experiences that prove the possibility of if promoting an education for the human development. Thus, the possibilities of the martial arts to contribuirem for the practical transforming motor if contemplated, despite we could see indistinctly measured conventional that, for force of the traditionalism of the eastern culture, tend if to reveal in the practical ones of education. With the gotten results, we could show as, where, what, so that and for who kung fu can be employee, also, as ecopedagógico instrument.

KEYWORDS: Pertaining to school Physical education - Eastern Martial Arts - Kung-fu.

WUSHU DANS L'ÉDUCATION PHYSIQUE SCOLAIRE: POSSIBILITÉS PÉDAGOGIQUES POUR L'ÉDUCATION PHYSIQUE SCOLAIRE TRANSDISCIPLINAR

RÉSUMÉ

Cette recherche, de nature bibliographique, objective présenter, à partir des études produites, propositions pédagogiques où les Arts Martiaux Orientaux, à partir de la wushu (kung fu), contribuent à l'Éducation Physique scolaire dans un contexte transdisciplinar. La question qui a déplacé l'étude se rapporte aux possibilités pour l'utilisation, en particulier, des Arts Martiaux Chinois percevoir un confluent de savoirs qui la caractérisent. L'hypothèse arrivée de la question problematizadora indique que les propositions suggérées rendent propice le développement intégral de l'élève, si contextualizarmos la pratique avec la réalité sociale et historique exprimée dans la production culturelle humaine. Comme résultat, il indique être viable l'inclusion de kung fu, si cette proposition maintiennent la nature holistique qui elle est propre, en donnant la priorité au développement de espontaneidade, créativité, sensibilité et intuition. En prenant je mange base le défi de diriger une ligne d'action qui serait capable de déchaîner un processus intégrateur et participatif dans l'éducation physique scolaire, trouvons certaines d'elles où raison et émotion tendent à se compléter, malgré intégration ne puisse pas être considérée une vraie, comme c'est le cas des systèmes classiques et les tecnicistas. De cette forme, telles pratiques, propagées dans l'éducation physique scolaire, assistent à modifier la routine établie par la convencionalismo employée dans les pratiques esportivas. En un secondes instances, c'est possible de développer espontaneidade, l'intuition et la créativité en s'approuvant dans la conception moreniana, et, donc, inter et transdisciplinar en utilisant expériences qui vérifient la possibilité se promouvoir d'une éducation pour le développement humain. Ainsi, les possibilités des arts martiaux contribuirem pour la pratique motrice transformatrice s'envisage, malgré pouvions entrevoir des mesures classiques qui, en vertu du traditionalisme de la culture orientale, tendent à se manifester dans les pratiques d'enseignement. Avec les résultats obtenus, nous avons pu montrer comme, où, ce que, pour qu'et pour qui kung fu peut être employé, aussi, je mange instrument ecopedagógico.

MOTS-CLÉS : Éducation Physique scolaire - Arts Martiaux Orientaux - Kung-fu.

WUSHU EN REFERENTE A LA EDUCACIÓN FÍSICA DE LA ESCUELA: POSIBILIDADES PEDAGÓGICO PARA LA EDUCACIÓN FÍSICA REFERENTE A LA ESCUELA TRANSDISCIPLINAR

RESUMEN

Esta investigación, de la naturaleza bibliográfica, objetiva al presente, de los estudios producidos, de las ofertas pedagógicas donde los artes marciales del este, del wushu (fu del kung), contribuyen para referente a la educación física de la escuela en un contexto a transdisciplinar. La pregunta que movió el estudio menciona las posibilidades a ella para el uso, en especial, de los artes marciales chinos para percibir una confluencia para saber que la caracterizan. La hipótesis sucedida de los puntos de la pregunta del problematizadora que el propitiate sugerido de las ofertas el desarrollo integral de aprender, si a los contextualizarmos el prácticos con la realidad social y el históricos expresan en el humano de la producción cultural. Como resultado, señala para ser viable la inclusión del fu del kung, si esta oferta para guardar la naturaleza holística que es apropiado, dando la prioridad al desarrollo del espontaneidade, a la creatividad, a la sensibilidad y a la intuición. Tomando como base el desafío para dirigir una línea de acción que sería capaz al unchain un integrador y un participativo de proceso en referente a la educación física de la escuela, encontramos a algunos de ellos a pesar de donde la razón y la emoción tienden si al complemento, si no puede considerar una integración verdadera, pues es la caja de los sistemas convencionales y de los tecnicistas. De esta forma, tal práctico, propagada en referente a la educación física de la escuela, ayuda para modificar la rutina establecida para el convencionalismo usado en los esportivas prácticos. En una segundo grada, es posible desarrollar el espontaneidade, la intuición y la creatividad endosándose en el concepto del moreniana, y, por lo tanto, las experiencias que usan inter y transdisciplinar de las cuales pruebe la posibilidad si promueve una educación para el desarrollo humano. Así, las posibilidades de los artes marciales al contribuirem para el motor que transformaba práctico si estuvieron comtemplados, a pesar de nosotros podríamos ver convencional indistintamente medida que, para la fuerza del traditionalism de la cultura del este, tienda si para revelar en las prácticas de educación. Con los resultados conseguidos, podríamos demostrar como, donde, qué, de modo que y para quién puede ser empleado el fu del kung, también, como instrumento del ecopedagógico.

PALABRAS CLAVE: Referente a la educación física de la escuela - artes marciales del este - Kung-fu.

WUSHU NA EDUCAÇÃO FÍSICA ESCOLAR: POSSIBILIDADES PEDAGÓGICAS PARA A EDUCAÇÃO FÍSICA ESCOLAR TRANSDISCIPLINAR

RESUMO

Esta pesquisa, de natureza bibliográfica, objetiva apresentar, a partir dos estudos produzidos, propostas pedagógicas em que as Artes Marciais Orientais, a partir do wushu (kung fu), contribuam para a Educação Física escolar num contexto transdisciplinar. A questão que moveu o estudo refere-se às possibilidades para a utilização, em especial, das Artes Marciais Chinesas por percebermos uma confluência de saberes que a caracterizam. A hipótese advinda da questão problematizadora aponta que as propostas sugeridas propiciam o desenvolvimento integral do discente, se contextualizarmos a prática com a realidade social e histórica expressa na produção cultural humana. Como resultado, aponta ser viável a inclusão do kung fu, se esta proposta mantiver a natureza holística que lhe é própria, priorizando o desenvolvimento da espontaneidade, criatividade, sensibilidade e intuição. Tomando como base o desafio de direcionar uma linha de ação que seria capaz de desencadear um processo integrador e participativo na educação física escolar, encontramos algumas delas em que razão e emoção tendem a se complementar, ainda que não se possa considerar uma verdadeira integração, como é o caso dos sistemas convencionais e tecnicistas. Dessa forma, tais práticas, propagadas na educação física escolar, auxiliam a modificar a rotina estabelecida pelo convencionalismo empregado nas práticas esportivas. Numa segunda instância, é possível desenvolver a espontaneidade, a intuição e a criatividade respaldando-se na concepção moreniana, e, portanto, inter e transdisciplinar utilizando experiências que comprovem a possibilidade de se promover uma educação para o desenvolvimento humano. Assim, as possibilidades de as artes marciais contribuirem para a prática motora transformadora se contemplou, ainda que pudéssemos entrever medidas convencionais que, por força do tradicionalismo da cultura oriental, tendem a se manifestar nas práticas de ensino. Com os resultados obtidos, pudemos mostrar como, onde, o que, para que e para quem o kung fu pode ser empregado, também, como instrumento ecopedagógico.

PALAVRAS-CHAVE: Educação Física escolar - Artes Marciais Orientais - Kung-fu.