

**12 - TEACHING FIGHTING IN PHYSICAL EDUCATION CLASSES: THEORETICAL- METHODOLOGICAL ASPECTS.**

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**INTRODUCTION**

Talking about “fights” as a socio-educational phenomenon to be learned by individuals in the educational space, only makes sense when referenced in its multiplicity of forms and meanings that they assume and that give it pedagogical sense. Reflecting on one of its matrices, it is thought of two questions: what is commonly observed in the context of physical education in Brazil when the subject in question involves teaching and learning how to fight as a of content subject fights? What is possible to say pedagogically speaking about this socio-educational figuration?

Among so many possibilities of construction of thought we have reasons to believe that the social uses of fights have changed over time. These changes in the current context of school physical education will make sense when it brings relationships with pedagogical propositions, being the result of a sociocultural construction that has been changing and incorporating new meanings over time and that will be addressed throughout the text.

**METHODOLOGY**

For the study, a bibliographic review was carried out by subject. Bibliographical projects published between 1983 and 2015 were consulted in the Library of the Academic Center of Vitória Federal University of Pernambuco (UFPE). The descriptors by subject used for the research were: education; content fights ; methodologies and teaching theories; school physical education.

**HISTORY OF THE FIGHTS**

The fights had two main connotations: one whose practice denotes the warrior goal and the other marked by a philosophical appeal as a conception of life (DARIDO & RANGEL, 2015).

They integrate the body culture of the human movement and have always been part of the history of humanity. It is enough to remember how common is their presence in the individuals' life, or in the needs of defense against a beast or enemy; of attack involving the hunt, whether involving the use of the body or weapons to fight.

Nevertheless, as it seems, the struggles have been and are present in various contexts of the man's life, manifested, both in an organized way, with the modalities known today, and instinctively.

From a growing rationality, the man seeks more efficient forms of defense and attack, creating, over time, some techniques of fighting and weapons linked to a way of using them. And in this rational process it is also latent a mode of bodily involvement that does not focus only on the execution of technique by technique and perhaps, here is a place to reflect on what is proposed to teach fights in school.

**FIGHTS: A NEW WAY TO LOOK AT SCHOOLS**

In relation to the possibilities of pedagogical treatment, fights succeed in all age groups and depending on how it is presented can contribute to the process of civilization of individuals, as it helps, among many things, to control aggression and to work psychomotor factors.

In addition, collaborating in the exploration of the theory and culture of the varied modality explored in the struggles, through the historical rescue and the relation with the ethics and the values, this, within a relationship teaching learning, can serve as an instrument of pedagogical aid to the teacher of physical education and as an instrument capable of assisting the development of discipline, respect for others and oneself, building the autonomy of the subject.

The fights are present in our society and also in the means and forms by which they come to us, as it is known today as a phenomenon of modernity. The bond link that it reveals to societies must remember that struggles start from the culture of the human movement, historically produced and enriched with the culture of its ethnical origin.

Therefore, in accordance with this reasoning, it is thought that both the different forms and with the diversity of information that is transmitted, define our perception and can influence the formation of our concepts and understandings about the struggles in general. Thus, it is dare to think that our social representation somehow affects the way in which this content is approached in the school plan through the subject physical education.

Perhaps, thinking about this aspect, Darido & Rangel (2015), emphasize that besides being an important content to be presented and given to all students, the fights can serve as a starting point for social debates and discussions that involve: the question of the violence present in our day, the different concepts, the sport and historical conception, passing through the procedures of learning of the movements and the attitudes of those who practice it, reflections on the subject, respect to the adversary and the differences, formation of character and other values that contribute to the formation of the student as a social being.

In the face of this discussion, it becomes impossible not to think about the importance of teaching methodologies, both for the thematic in the school physical education of the content called “fights”, and to undertake reflections of a pedagogical order, so some of these methodologies will be approached.

**METHODOLOGIES OF TEACHING AND THEORETICAL-METHODOLOGICAL ASPECTS OF FIGHTS**

The phenomenon of the fights is present inside the schools and with its historical diffusion, it begins to constitute, as content of the subject physical education. The way they are taught in the school context, depends on several factors that follow teachers' pedagogical practice, and among these components are the teaching methodologies that are part of the educational field in question and the way in which the teacher undertands the formation which is associated with their own training as an educator.

In the field of physical education there is no unity in the way of teaching its contents, which includes fights. As Medina (1983), says, the composition of the field does not express a consensus of thought and the methodologies and visions that reveal and imply possibilities to treat pedagogically the various contents of physical education are several, however, it is built here the discussion about three specific methodologies that are: "National Curricular Parameters" or PCNs, Critical-Overcoming Methodology and Developmentalist.

Thus, immediately it is thought to the one referring to the domains of the official system of the education in Brazil denominated of PCNs. This document outlines national guidelines for the teaching of physical education that represent the combination of different perspectives, broadening ideas and even the way to experience physical education at school.

This theoretical-methodological proposal of teaching, guides its actions by diverse paths according to the ideas that have repercussions in the ways of dealing with the teaching fighting and it addresses the complexity of the relations between body and mind in a sociocultural context and its beginning is equal opportunities for all students and the goal of developing potentialities, in a democratic and non-selective process (BRASIL, 1997).

The fights are present in the life of the human being at different times and places, especially among children, and as an object of physical education study is a content that is present in school. It should be noted that in addressing the contents of physical education, different corporal practices are allowed in schools, coming from the most varied cultural manifestations that may be present in the student's daily life (Brazil, 2001).

It is also mentioned that, regardless of the content treated, teaching and learning processes must take into account the characteristics of students in all their dimensions (cognitive, corporal, affective, ethical, aesthetic, interpersonal relationship and social insertion). As for the fights, the learner must learn beyond the techniques of execution, discuss rules and strategies, appreciate it critically, analyze it aesthetically, evaluate it ethically, re-signify it and recreate it (BRASIL, 2001).

And how methodologically is the teaching of fights through this path effective? In physical education classes, the teacher should contextualize the practice, considering the different dimensions of learning in order to prioritize one or more of them and thus enable all students to learn and develop from the proposed content (BRASIL, 2001).

The practice of fights show value that help the development of the citizen, in the corporal expressions, in the movements, in the physical capacities involved in its practice, in the moral and respect among the participants, in the promotion of health among others; their achievement fits within the contents of school physical education.

Finally, it is observed in the PCNs themselves that the teaching fighting must have a greater flexibility in the regulations and adapted by virtue of situations that prevail the competitive, cooperative and recreational, besides its condition of hobby and fun.

However, as Oliveira (1992), says, there is also a set of teaching methodologies that fit as emerging methodological proposals of the area, in which the critical-overcoming methodology in which it appears today with a given theoretical insertion in various contexts of school physical education in Brazil.

Such methodology, according to Oliveira (1992), part of the historical-critical conception of society. Thus, he sees knowledge as an element of mediation between the student and his possibilities of understanding of the complex social reality in which he lives.

One of the prominent features of this teaching conception is Bracht et. al. (1992), involves the compression of themes that, historically, make up the body culture of Brazilian men and women and one of the objectives is to develop students' apprehension of their body culture, understanding it as a constituent part of their complex social reality in which they live, highlighting the theoretical-methodological aspects of the second methodology mentioned above, giving themselves the opportunity to know it even if succinctly.

Darido (2003), says that the critical methodology overcomes, suggests that the contents selected for Physical Education classes should propitiate the reading of reality.

This methodological perspective also stands out according to Bracht et. al. (1992), that the focus is not only on excellent performance, but on enabling the learner to have creativity to organize independently activities that involve fights, within their social and environmental conditions, in their permanent or momentary social circle, with the material that is available.

Following the exhibition, the developmentalist methodology, similar to the previous one, is highlighted in the scope of Brazilian physical education, and Tani (2014), is the main author.

For the author, this approach constitutes an explanatory possibility of the evolution of physical growth, physiological, motor, cognitive and social affective development, in motor learning during physical education classes.

Nowadays, the fights can be found in different living spaces, being used with different objectives and by many authors who defend their presence in the school as an essential teaching and learning instrument. This thinking can be understood as a starting point for reasoning about how the pedagogical treatment of content fights in the educational space is consolidated in theoretical methodological terms. To think this idea, Santos (2012), says that theories and methodologies materialize depending on the different objectives outlined in each class.

The pedagogical practice that turns to the teaching of content fights should be based on respecting the appropriate phases to learn and develop motor skills and abilities, and this implies thinking about the cognitive and motor maturation of each student, which refers to the acquisition of skills each phase (TANI, 2014).

Therefore, in teaching fights in school physical education, from two to seven years the teaching turns to the acquisition of the basic movements and from seven to fourteen years the diversification and the complexity of the motor actions increases, thinking about the refinement that will be required in the future (GALLAHUE, 2003).

Beyond that, teaching the content fights it, is to respect the student in what he is able to learn and, to have the perception, of the adequate and proper time of each subject, recommending conditions for their motor collection to be developed and expanded through interaction of increasing diversity and complexity of movements, offering appropriate experiences to their stage of growth and development so that motor skills are achieved (TANI, 2014).

However, the author brings to the forefront the emphasis of know-how, of knowing how to move, of learning motor skills. It also allows students involved in teaching the fights in Physical Education classes, adapting to daily problems, solving motor problems, and enriching their possibilities of motor responses through numerous experiences that are present in the practice of the fights.

## CONCLUSION

The fights in school physical education constitute a social figuration marked by different possibilities and, all, legitimized by the various authors referenced.

The methodologies discussed here can be used from common sense by those who do physical education at school when the school becomes one of the largest spaces for the manifestation of democratic law among us.

It is concluded that school physical education is understood as a subject that introduces and integrates the student into the body culture of movement, forming the citizen who will produce it, reproduce it and transform it, instrumentalizing it to enjoy the games, sports, dances, fights and gymnastics in benefit of the critical exercise of citizenship, education and the improvement of the quality of life (BRAZIL, 1998).

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#### ABSTRACT

**Aims:** The fights as a socio-educational phenomenon to be apprehended by individuals in the educational space, only makes sense when referenced the multiplicity of forms and meanings that they assume and that give it pedagogical sense. Thus, what is known today as a pedagogical content of physical education called by fights is the result of a sociocultural construction that has been changing and incorporating new meanings over time. **Methodology:** Bibliographic review by subject. They were used as references, projects and periodicals published between the years of 1982 to 2017. **Objective:** to approach the theme fights from a contemporary debate in the education, extending to the physical education school with regard to some pedagogical tendencies and theoretical aspects-methodological. **Conclusion:** It is noted that there is a basic conception that aims to establish a theoretical foundation on the content fights, inserting in its methodological aspects, the development of motor learning that can be used from the common sense by those who do school physical education.

**Key words:** education; fights; methodologies and teaching theories; school physical education.

#### RESUMÉ

**Introduction:** Les luttes, en tant que phénomène socio-éducatif à appréhender par les individus dans l'espace scolaire, n'ont de sens que si l'on se réfère à la multiplicité des formes et des significations qu'ils prennent et qui lui donnent un sens pédagogique. Ainsi, ce qui est connu aujourd'hui comme un contenu pédagogique de l'éducation physique appelé par les luttes est le résultat d'une construction socioculturelle qui a évolué et incorporé de nouvelles significations au fil du temps. **Méthodologie:** Revue bibliographique par sujet. Ils ont été utilisés comme références, ouvrages et périodiques publiés entre les années 1982 à 2017. **Objectif:** aborder les thèmes du combat d'un débat contemporain dans l'éducation, s'étendant à l'école d'éducation physique en ce qui concerne certaines tendances pédagogiques et aspects théoriques -méthodologique. **Conclusion:** Il est noté qu'il existe une hypothèse de base qui vise à établir une base théorique sur les luttes de contenu, en insérant dans ses aspects méthodologiques, le développement de l'apprentissage moteur qui peut être utilisé du bon sens par ceux qui font l'éducation physique.

**Mots-clés:** éducation; luttes; méthodologies et théories pédagogiques; l'éducation physique à l'école.

#### RESUMEN

**Introducción:** Las luchas como fenómeno socio educativo a ser aprehendido por los individuos en el espacio escolar, sólo tiene sentido cuando se refiere a la multiplicidad de formas y significados que ellas asumen y que le confieren sentido pedagógico. Así, lo que se conoce en la actualidad como un contenido pedagógico de la educación física denominado por luchas es fruto de una construcción sociocultural que se ha ido modificando e incorporando nuevos significados a lo largo del tiempo. **Metodología:** Revisión bibliográfica por asunto. Se utilizaron como referencias, obras y periódicos publicados entre los años 1982 a 2017. **Objetivo:** abordar el tema luchas a partir de un debate contemporáneo en la educación, extendiéndose a la educación física escolar en lo que se refiere a algunas tendencias pedagógicas y aspectos teórico -metodológicos. **Conclusión:** Se observa que hay un presupuesto básico que pretende establecer una fundamentación teórica sobre el contenido luchas, insertando en sus aspectos metodológicos, el desarrollo del aprendizaje motor que puede ser utilizado a partir del sentido común por quien hace la educación física escolar.

**Palabras clave:** educación; peleas; metodologías y teorías de enseñanza; educación física escolar.

#### RESUMO

**Introdução:** As lutas como fenômeno sócio educacional a ser apreendido pelos indivíduos no espaço escolar, só faz sentido quando referenciado a multiplicidade de formas e significados que elas assumem e que lhe conferem sentido pedagógico. Assim, aquilo que se conhece na atualidade como um conteúdo pedagógico da educação física denominado por lutas é fruto de uma construção sociocultural que foi se modificando e incorporando novos significados ao longo do tempo. **Metodologia:** Revisão bibliográfica por assunto. Foram utilizadas como referências, obras e periódicos publicados dentre os anos de 1982 a 2017. **Objetivo:** abordar o tema lutas a partir de um debate contemporâneo na educação, estendendo-se à educação física escolar no que se refere a algumas tendências pedagógicas e aspectos teórico-metodológicos. **Conclusão:** Nota-se que há um pressuposto básico que visa estabelecer uma fundamentação teórica sobre o conteúdo lutas, inserindo em seus aspectos metodológicos, o desenvolvimento da aprendizagem motora que pode ser utilizada a partir do bom senso por quem faz a educação física escolar.

**Palavras-chave:** educação; lutas; metodologias e teorias de ensino; educação física escolar.