


# Chapter 145

## Methodology of teaching sports fights applied in elementary school

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### ABSTRACT

School Physical Education provides different experiences for its students, through body practices, whether manifested in dance; in gymnastics; in sports; in the corporal practices of adventure and in the fights, being these contents of paramount importance for the sociocultural formation of the student, contributing for his formation as an individual for the society. The present research aims to investigate the teaching methodology of sports fights used by physical education teachers in elementary school. This research

is characterized as applied, quantitative, descriptive and field. The non-probabilistic convenience sample consisted of five elementary school Physical Education teachers listed in state schools in the city of Porto União - SC. The results obtained through a questionnaire developed for research, indicate that most teachers use the content of fights in their classes. Among the modalities mentioned are capoeira, karate, taekwondo, boxing, judo, jiu-jitsu and sumo. As for the methodology used, most use theoretical and practical content on the subject. However, the research found that the frequency of use of fights during the school year is low.

**Keywords:** Martial arts, Fights, School Physical Education, Methodology, Body practices.

### 1 INTRODUCTION

There are reports of participation in fights for millennia, since since the beginning man has been concerned with attacking and defending for his survival, which demonstrates that fights have existed since the prehistoric period (RUFINO; DARIDO, 2011). Therefore, it is correct to say that fights have existed since the beginning of humanity, whether they are for the search for food, for dominance of territory, against animal attacks or even to get a mate (TRUSZ; NUNEZ, 2007; FERREIRA, 2009 ).

However, the martial arts emerged with the beginning of civilization, with the objective of their defense and survival, presenting the emergence of many techniques and modalities during combats and conflicts (wars). We can define martial arts (martial is relative to military) as physical and mental disciplines codified in different degrees, which aim at a self-value development of its practitioners so that they can defend themselves or submit the opponent through and technical variants (FERREIRA , 2006).

Fights, in turn, can be conceptually classified into three styles: (1) fights, (2) martial arts and (3) combat sports (FRANCHINI; DELVECHIO, 2011). Except that martial arts, in addition to being a fight in itself, brings the culture and history of a people, philosophies that ended up being created by people to defend or attack during wars. However, the fights involve his attacking and defending techniques. Finally,

combat sports, modalities in which they have federations and confederations (FRANCHINI; DELVECHIO, 2011).

Rufino and Darido (2011) state that fights are activities where disputes occur, and one individual must win the other, using techniques and tactics of imbalance, domination, immobilization or execution of a certain space, for this, techniques of disequilibrium are used. defense and attack. Within the fights there is a subdivision into three subsets according to the distance. Long-distance fights are characterized by the presence of equipment used to hit the opponent, as in fencing; the medium distance ones use kicks and punches, like Muay Thai and Taekwondo; and the short distance ones aim to grab or immobilize the opponent, such as judo and jiu-jitsu (CORREIA; FRANCHINI, 2010).

The content of fights is included in Physical Education at School with the proposal of a content related to body culture, being able to characterize body culture as “the set of non-innate human characteristics, which are created and preserved, or even improved through communication and cooperation between individuals in society” (DE OLIVEIRA; GOMES; SUZUKI, 2009, p.09). Despite the struggles being in the curriculum matrix (BRASIL, 2018) they are still little worked in this context (NASCIMENTO, 2008). Regardless of the type of fight addressed, the Physical Education teacher, based on his pedagogical training, gathers and trains skills and abilities to apply some elements of fights in his classes to contribute to the body culture and training of his students, but this may not to occur. In this way, the present study aims to verify in which way the content of fights is worked in Physical Education at school and, if not, what are the reasons for not working with this content with the students.

There is an existing preconception regarding the practice of fights in the school environment, this is due to a direct connection developed by common sense associating fights with violence. This assertion is based on the idea that the practice of fights stimulate violence because of their self-degree of physical contact during their practice, as well as their objective in general (beat the opponent), people tend to confuse fights with fights, which in turn time are two different things.

The fights are totally devoid of rules, with the main objective of defeating the opponent, without caring about the damage caused to him. Already in the fights, the presence of rules to preserve the health of the practitioners is clear, with the objective of winning the opponent, however, to see within the pre-established rules. Before becoming sports, combat sports were fighting techniques, and also a way of defending a people, with principles and philosophies, that is, if the school's function is to form a citizen for society, the framing of fights is of paramount importance (TRUSZ; NUNES, 2007).

We can thus say that this content is as important for the social and psychomotor development of students as other sports and activities applied in Physical Education classes. For Ferreira (2006) in the student's motor aspect, it is possible to observe the development of laterality, the control of muscle tone (a state of constant tension to which the muscles at rest are subjected), the improvement of balance, encompassing time space as well as the notion of the body is due to the fact that the fights generally work on all fundamental motor movements, such as: running, jumping, walking, throwing, among others.

In addition to the aforementioned aspects, in relation to the student's social formation, Ferreira (2006) points out that in matters related to social affective development, it is possible to observe in situations, students with some important aspects such as the reaction to certain attitudes, the social posture, the socialization, perseverance, respect and determination regarding the discipline worked and existing within the rules and philosophies of each fighting modality, courtesy, integrity, perseverance and self-control can be cited as examples.

The main problem of this research is to understand the methodology used to teach the content of fights in Physical Education at School. That even though it is located in the National Common Curricular Base (BNCC) (BRASIL, 2018) as content for Physical Education classes, it is popularly little talked about unlike other sports, especially collective ones such as futsal and volleyball, in Physical Education classes. Therefore, through this research it is possible to obtain an advance towards the explanation and concept of struggles in School Physical Education, thus being able to feed a debate between academics and professionals of Physical Education, on how to approach this content in the classroom.

## **2 METHOD**

This research is characterized as applied, quantitative, descriptive and field. The research was carried out with Physical Education teachers from elementary schools in state schools, located in the city of Porto União - SC. The non-probabilistic sample for convenience was formed by five physical education teachers from elementary school listed in state schools in the city of Porto União - SC. The criteria for inclusion in the sample were: Present a degree in physical education (full degree, degree and/or degree and bachelor's degree); have experience in teaching physical education at school equal to or higher than two years. Trainees in physical education and teachers who did not present the time of experience framed in the study were excluded from the research.

The instrument for data collection was developed exclusively for the current study, which went through the validation process by three professors from Centro Universitário Vale do Iguaçu with experience in research, approved with a degree of clarity 10, and coherence 10. contains nine open and closed questions to be answered by teachers. The questionnaire was made available to the teachers in a physical way during the interview that took place during the visit to the school where he is located.

Descriptive statistics were applied to the data obtained, obtaining mean, standard deviation and frequency through Excel software, presented in comparative tables and graphs for better visualization.

The volunteers who agreed to participate in the study were given an explanation about the objectives and motivations of the research, in addition to clarifying all the procedures that were listed, reiterating the freedom of participation as well as the secrecy and anonymity of their answers and identity. The Free and Informed Consent Form was delivered in two copies, both signed by the researcher and the participant, listing the essential ethical bond for carrying out the research. The proposed methodology was formulated

respecting Resolutions 466/12 of the National Health Council, and approved by the Ethics and Bioethics Nucleus of the Vale do Iguaçu University Center – Ugv (protocol: 2022/159).

### **3 RESULTS AND DISCUSSION**

In a field survey carried out for the purpose of data collection, a total of five teachers responsible for elementary education corresponding to state educational institutions in the region of Porto União - SC were interviewed. Each teacher corresponding to a teaching unit, except for two of them corresponding to the same teaching institution. Separating along this path we have Teacher A; Teacher B; Teacher C; Teacher D and Teacher E. Being Teacher A, 38 years old, with 15 years of experience in the field of education, 10 of which in the field of physical education. Teacher B, 51 years old, with 30 years of classroom experience. Teacher C, 38 years old, with 18 years of experience in education. Teacher D, 29 years old, with 10 years of experience working in the classroom. And Professor E is 38 years old, with 17 years of experience working in the classroom.

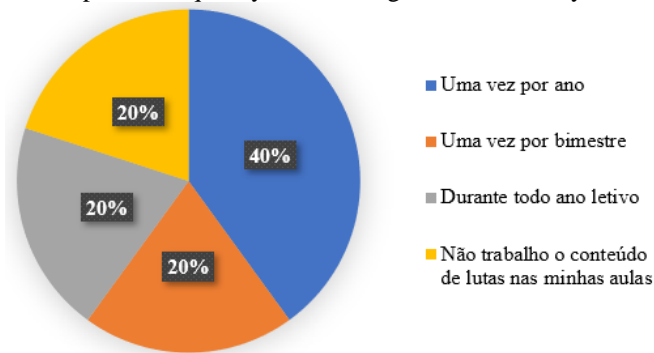
When questioned whether the participants worked with fight content in their classes, 80% answered that they used the content in some of their classes and only 20% of the participants answered that they did not use it in any class. Therefore, it is noticeable that most participants make proper use of the content as a curricular component in their classes, as established by the BNCC (BRASIL, 2018).

When the participants were asked which fighting modalities they worked on in their classes, 80% of the participants reported using Capoeira, 40% reported using Karate and Taekwondo, 20% Boxing; Judo; Jiu-Jitsu and Sumo and 20% reported that they do not use any fighting modality in their classes.

Of the modalities cited by the participants, it is possible to observe that the most used is capoeira, this is due to its direct connection with the history of Brazil, where teachers can use this modality with a greater amplitude in the focus of their history of origin, being able to contextualize its characteristics and linking them with the history of Brazil, a fact supported by the guidelines of education.

The frequency with which Physical Education teachers work with fight content in their elementary school classes is shown in Graph 1.

Graph 1 - Frequency of use of fights in elementary school



Source: Prepared by the author.

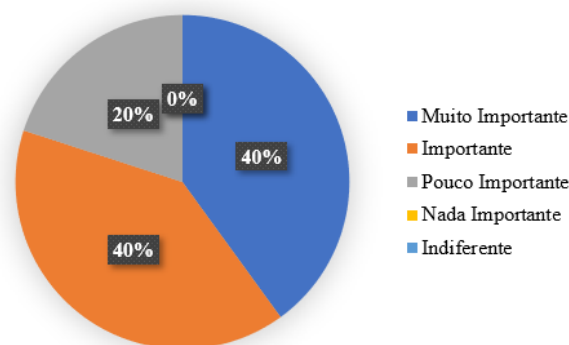
Subtitle: Once a year  
once per bimonth  
throughout the school year  
I don't work on fighting content in my classes

Based on the graph shown above, it is possible to verify that only 20% work on fight content throughout the school year, followed by 20% of participants who work on content once a two-month period, while 40% of participants work with fight content just once a year in your classes.

According to the BNCC, the fight content is present in the physical education subject throughout Elementary School (except in the 1st and 2nd year), however there is no requirement regarding the frequency that teachers use this content. However, considering that this content is little used during the school year, this can be caused by two factors: 1 – The convenience, both for teachers and students, for the more “common” sports present in physical education classes, such as volleyball, futsal, hunter and basketball; 2 – Because of the existing prejudice of society between the content of fights and violence. These two factors can be taken into account in relation to the low frequency of the use of fights in physical education classes (BRASIL, 2018).

Next, Graph 2 is presented with the data collected regarding the importance of the content of fights for Physical Education classes.

Graph 2 – Importance of fighting content according to teachers



Source: Prepared by the author.

Subtitle: Very important  
Important  
Little important  
Nothing important  
Indifferent

We can observe that 40% of the participants affirm that the content of fights is important for the Physical Education classes, while another 40% affirm that this content is very important for the classes. And only 20% of the participants say that the content is not very important for the classes.

School Physical Education is responsible for presenting and developing different motor gestures for students, through the body culture present in different sports. In the same way that movement and body culture is explored through collective sports, we can also highlight the struggles as part of this body culture, established by the BNCC (BRASIL, 2018). However, according to Almeida (2006, p.5) “through motor stimulation, the child develops an awareness of his body, of himself and of the world around him”, that is, the exploration of body culture and, above all, the motor stimulation present in the content of fights helps directly in the formation of the child/student as a whole.

Corrêa (2012) points to the existence of some resistance on the part of students to the introduction of Afro-Brazilian body culture in school physical education. The fact that fights, martial arts and combat modalities, such as capoeira, are attractive to students becomes an effective means of disseminating not only physical aspects, but also social and cultural aspects, being a means of transdisciplinary interconnection of history, local and historical culture, as well as geographic, interweaving the theoretical contents and practices that permeate this content.

In questioning about violence related to fights, the participants' opinion on the statement that the content of fights can somehow stimulate violence among students, 80% of the participants answered that it did not and in no situation would the content of fights be stimulating violence among students. While only 20% answered no, but in some situations they could only encourage some type of violence among students.

Among the results presented, it is possible to notice that the participating teachers differentiate fights from violence, where only a small part somehow believes that the fights applied in physical education classes can result in some violent behavior among students. According to the BNCC, fights are present as a curricular component in Physical Education as a content that demonstrates the culture behind the fights, where, at first, the context of the fights in a community and regional context and the matrices of the indigenous and African, passing through the context of the struggles of Brazil and finally the struggles of the world (BRASIL, 2018).

Still following the opinion of the participants, the question was raised about whether the content of fights can help in the discipline of students during classes. Where 40% of participants responded that it could help yes, but in just a few situations. While another 40% responded that fighting content can help in all situations. And only 20% of the participants said they did not know how to give an opinion on this subject.

When analyzing the existing fight modalities we can observe that all of them have in common a master or teacher who is responsible for teaching his students, among the practicing students there is also a hierarchy that is separated by degrees, which are represented by Belts (Ex: Karate , Jiu-Jitsu) or by Rope (Capoeira, Muay-Thai), where each belt color represents the student's degree, starting with the white one

that corresponds to the beginner and ending with the black one that corresponds to the most experienced, thus existing a respect among the grades of the students and all respecting the master/teacher. Among the objectives of the struggles implemented in the school context, we can find the affective-social development of the students, where the child learns to respect the colleague as an opponent (in the practice of sport), as well as as a member of society, where he learns about the hierarchy existing in the school environment, thus having a certain discipline and respecting the teacher in the classroom.

Still following the line of research referring to the opinion of the participants, three open questions were raised for a better understanding of the view of the participants regarding the greater difficulty that the teacher faces in approaching the content of fights in their classes; how the participants approach the content in their Physical Education classes and also what would be the best way to work with the content of fights in Physical Education classes in elementary school according to the participants' vision.

When approached what would be the greatest difficulty that the teacher suffers to address the content of fights in their classes, the participants point out in common the lack of material and adequate place for teaching. It can also be highlighted the interest of students and teachers about certain content and whether the school community supports it. However, only one of the participants highlighted the lack of knowledge about the content.

As for the methodology used by the teachers, it was found that 20% did not use the content of fights as a curricular component in their classes, 20% used only theoretical classes and 60% of the teachers used theoretical classes and practical classes. However, one of the participants highlighted among the theoretical and practical means the involvement and interest of the class with the content, in which the content should be applied according to the class's interest in performance, and it is even possible to have lectures and visits from masters and professors specialized in a certain modality of fight or martial arts addressed in the class.

To the participants who highlighted not using the content of fights in their classes, it is noticeable that the students' use of the physical education classes does not become satisfactory, in fact, this is due to the lack of innovation on the part of the teacher in his class, where fear of the professional when implementing content that depends on a little more tact and knowledge to be executed ends up not arousing the interest of his students in his classes. As for the participants who highlighted the use of this content, both theoretical and practical, it is noticeable that the performance of students in their classes becomes better.

When addressing the opinion of the participants regarding what would be the best way to work with the content of fights in Physical Education classes in elementary school, it is possible to come across the following opinions in the words of the participants themselves:

- **Teacher A:** “Theoretical classes, showing the history and main rules, with the help of video images and other existing resources, and in practical classes with pre-sports activities adapted to the school environment and the reality of each school and its respective student”.

- **Teacher B:** “I don't know how to give an opinion”.

- **Teacher C:** “There is no better way for me. This depends a lot on the moment, the class, the school, participation in the whole. But I believe that School Physical Education in its various contents to be worked on can achieve marvels of knowledge and learning. Mind and body thanks you”.

- **Teacher D:** “Through visits to fight academies, with fight professionals, through lectures and practical classes by athletes who dominate the modality”.

- **Teacher E:** “It would be in practice”.

Thus, the relationship in which the participants highlight between the theoretical classes and the practical classes related to the content of fights can be perceived again, where the balance between the contextualization of the content, bringing its entire trajectory from its origin to its present day, passing through several processor of modifications on its rules and styles, as well as all the fundamentals of a certain modality, so that it actually reaches the practical part of the class, where everything studied about history, rules and fundamentals will be taken, to put order to put them into practice.

According to the BNCC, Physical Education refers to the curricular component that is responsible for exploring bodily practices in their most diverse forms of manifestation, which can be understood as different manifestations of an individual's possibilities of expression. Following this direction, it can be seen that human movement will always be inserted within the scope of culture, thus not being limited to just a space-time displacement of a certain body segment (BRASIL, 2018).

Among the contents found within Physical Education established by the BNCC, it is possible to find the content of Fights, where it is present both in Elementary 1 from 3rd to 5th, and in Elementary 2 from 6th to 9th grade, being a curricular component listed by the BNCC throughout the school context in the field of Physical Education (BRASIL, 2018).

#### 4 CONSIDERATIONS

It is pointed out that among the teachers participating in the research who have already used or use the content of fights in their Physical Education classes, they use it in a mixed way, separating it into a theoretical part where this content is contextualized for the students and only then moving on to the part practice, where the experiences of struggles are applied to students.

In view of the high percentage of use of fights in the school environment, emphasis is placed on the knowledge of teachers who, in addition to complying with the guidelines governing physical education, show concepts to defend the use of content. It should be noted that problems such as prejudice presented by parents and administrators, lack of material and insecurity in mastering the content still appear as factors for the theme to be treated less frequently or even appear as absent in some schools.



Continuing education for teachers must be rethought so that mastery of the content explained in the BNCC is satisfactory and problems such as those mentioned decrease in practice. The participation of masters and teachers of martial arts and combat sports can contribute as methodologies to be introduced in the school environment.

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