

International Journal of Human Sciences Research

STRUGGLES - BODY CULTURE AND PEDAGOGICAL PRACTICE

Maristela Vicente de Paula

Universidade Federal de Catalão, Special
Academic Unit of Biotechnology,
Physical Education Course
Catalão – Goiás
<https://lattes.cnpq.br/5506516865333398>

Augusto César da Fonseca Neto

Universidade Federal de Catalão,
Special Academic Unit of
Biotechnology, Medicine Course
Catalão – Goiás
<http://lattes.cnpq.br/8871286934443496>

Caroline Matos Storck

Universidade Federal de Catalão, Special
Academic Unit of Biotechnology,
Physical Education Course. Fight
Lab. external community
Catalão – Goiás
<http://lattes.cnpq.br/0768079842593336>

Cristiane da Silva Santos

Universidade Federal de Catalão, Special
Academic Unit of Biotechnology,
Physical Education Course
Catalão – Goiás
<http://lattes.cnpq.br/7382811079571243>

José Francisco Silva Sampaio

Universidade Federal de Catalão, Special
Academic Unit of Biotechnology,
Physical Education Course. Fight
Lab. external community
Catalão – Goiás
<http://lattes.cnpq.br/9519047933569095>

All content in this magazine is
licensed under a Creative Com-
mons Attribution License. Attri-
bution-Non-Commercial-Non-
Derivatives 4.0 International (CC
BY-NC-ND 4.0).



Leonardo Ribeiro da Silva

Universidade Federal de Catalão, Special
Academic Unit of Biotechnology,
Physical Education Course. Fight
Lab. external community
Catalão – Goiás
<http://lattes.cnpq.br/9472513646400456>

Neila Maria Mendes Borges

Universidade Federal de Catalão, Special
Academic Unit of Biotechnology,
Physical Education Course
Catalão – Goiás
<http://lattes.cnpq.br/5340391079748918>

Abstract: Struggles are expressions of body culture historically constructed by humanity, transformed and resignified over time according to the diffusion they suffered, leaving their place of origin to become known worldwide. As one of the contents of body culture, struggles must be taught in Basic Education schools, however, there are still several impediments that need to be overcome in order for struggles to occupy this important place in formal education. The Lutas Project – Corporal Culture and Pedagogical Practices aims to give access to children, young people and adults to the various types of struggles that are possible to offer in the space of the Laboratory of Lutas of the Physical Education Course / IBiotec / UFCAT and other partner spaces, freely disseminating the knowledge that is inherent to the struggles, providing practices relevant to human formation and pedagogical practices within the scope of the Physical Education teacher's knowledge.

Keywords: Fights. Body Culture. Pedagogical Practice.

INTRODUCTION

The present text refers to the theoretical-methodological proposals of the Extension and Culture Project developed in the Physical Education Degree Course of the Biotechnology Institute (IBiotec) of the Federal University of Catalão (UFCAT), called Fights – Corporal Culture and Pedagogical Practices, the which was created to meet demands for the democratization of the teaching of struggles, considering the difficulties of access, both the external and internal community of the university, to this knowledge and practices, since the teaching-learning process is still very limited to the centers of fight training, which are private spaces.

Understanding the cultural and artistic importance and also the role it plays on human formation, the project opens space

for the various manifestations of struggles, encouraging the largest possible number of people of all ages to experience them and, if possible, cultivate them. them as an important component for their formation throughout their life trajectory, learning not only their gestures, but their origin, their values, their importance for their people of origin and for humanity.

Especially, the project also seeks to provide Physical Education students with the opportunity to train in different expressions of the universe of fights, with a view to expanding their repertoires in the scope of body culture, in the search to favor the presence of fights at school, collaborating with the process of initial formation of teachers and offering support to the proposal of teaching fights developed in the discipline of Teaching Methodology and Research in Fights, offered in the 6th period of the Degree Course in Physical Education of UFCAT/IBiotec.

THE CHALLENGE IN TEACHING STRUGGLES

The fights make up complex systematic units, despite the fights elaborated throughout the history of humanity by different peoples and cultures, which, in contemporary times, were spread as a result of technological advances that dynamized the forms of locomotion and the means of mass communication, making them popular. However, they still have little access as a body culture in the composition of knowledge relevant to human formation, especially in the school environment.

The regulations that define Basic Education guidelines, firstly the National Curriculum Parameters of Physical Education (BRASIL, 1997) and, more recently, the National Common Curricular Base (BNCC, 2018) provide for the teaching of the content of struggles at school, recognizing its invaluable cultural value, defending the systematic

occupation of this content in the Physical Education class.

Soares et al (1992), when presenting body culture as knowledge to be treated at school by the Physical Education discipline, which uses body language as a form of expression, stated that, like sports (historically hegemonic content in school), gymnastics, dance and games, fights are also relevant contents to be treated in formal education, due to their historical, social and political importance.

However, studies such as Nascimento and Almeida (2007) show how the restrictions and impossibilities that the content of fights have been facing to take their place in the scope of body culture at school. The authors point out as the main limiting factor of their teaching the deficiency in the training of Physical Education teachers, as they do not feel qualified to work this content at school, since it did not belong to their training before or after their academic training. And in the degree, the training offered has sometimes proved to be insufficient. The authors also point out as a problem faced, the association of struggles with violence, an aspect that leads to the exclusion of this content due to the lack of understanding of its resignification in contemporary times and lack of knowledge of the rules of conduct that are inherent to the different practices of struggles. The authors also point out the need for investments in continuing education for teachers, in the availability of spaces, equipment and projects committed to teaching struggles at school.

Fonseca; Franchini and Del Vecchio (2013) conducted a survey on the knowledge declared by teachers about the practice of struggles in Physical Education classes in which most of them expressed that they did not feel qualified to deal with this knowledge at school. The research concluded by presenting the need for an expressive demand for initial and continuing education policies that consider

the need for training for teachers in the face of historically excluded content from school curricula, as with the struggles, in relation to the hegemony of sports.

Silva (2011) in his study on the continuing education of teachers to deal with the teaching of struggles at school, pointed out the difficulties that arise in initial training and indicates the need to build a teaching-learning process that includes gestural interactions in the context of experience with capoeira, as one of the most relevant expressions of the content of fights in schools, mainly Brazilian

Ueno and Sousa (2014) in their studies involving the perception of Basic Education students about the relationship between aggression and thematic struggles in Physical Education classes, also identified that there is a distortion in the representation of struggles and a – negative – association with the theme of violence. According to the results of the research, the authors indicate the need for a pedagogical didactic treatment by the discipline of Physical Education, seeking to provoke a qualified debate in the perspective of overcoming this stereotype that is built in the face of the absence of this content at school.

In addition to the problems of initial and continuing training, another factor that limits the teaching of fights in schools is the lack of specific pedagogical material. In contrast to these weaknesses and impediments, some authors share successful experiences in teaching fights in Physical Education classes. Noronha and Pinto (2004) in their studies, presented a systematization of successful experience in teaching capoeira content at school during teacher training through the Internship discipline, guaranteeing the course of a theme that involved the entire historical process, the violence against the African people enslaved in Brazil, the musicality and gestures that make up Capoeira, presenting a

viable way to teach struggles at school.

Bertazzoli; Alves and Amaral (2008) reported on the development and application of methodological instruments for teaching capoeira in a critical perspective. As a method of investigation, they used participant observation and then developed a teaching methodology whose guiding axis was socialization articulated with actions, in the perspective of leading to the solution of problems, the creation of movements and collective reflection.

In the process of teaching fights at school, understood here as the most democratic place of access to knowledge in our society, combat games are identified as a rich possibility for the introduction of fights in school Physical Education. In Cartaxo (2011) combat games are presented as a favorable methodological procedure for teaching fights, especially for children, understanding the need to carry out adequate pedagogical treatment for better appropriation of the content of fights in this age group, enabling the discovery of its fundamentals in activities of an eminently recreational nature.

In the direction of proposals for teaching fights to children, Fabiani, Scaglia and Almeida (2016) also contribute to the possibility of games, as a proposition based on the historical-cultural reference that presents pedagogical strategies that value the make-believe game as mediator of the learning processes, creating a contextualized universe for the teaching of Wrestling.

In the same direction, Cazetto (2008) problematized the process of construction of the teaching of fights at school, overcoming the existing prejudices around the idea that it motivates violence, indicating a path of awareness and fundamental basic training for the culture of fights.

An also important aspect that is found in the literature of the area is due to the identification

and classification of common principles in the teaching of fights. Gomes et al (2010) identified and systematized common guiding principles for the global teaching of fights and pointed to the possibility of teaching fights in an expanded way, before specialized practice, allowing a more conscious development of the student.

And finally, in Carvalho's study; Santos and Paula (2017) presents a summary of the scientific production (2006-2016) that involves teaching struggles in school Physical Education classes through articles published in major journals in the area. It aimed to elaborate an overview of scientific production that includes the teaching of struggles in school. The authors concluded that scientific production has been overcoming a phase of denunciation of the absence of content and struggles and progressively points to the presentation of strategies and methodologies for teaching articulated with continuing education and the school reality, which demonstrates a new moment of production on the theme that advances in the sense of sharing successful experiences in pedagogical practices in teaching struggles at school.

With the academic debate, the participation of the content of the fights in the school is still inexpressive, and it can be assumed that this is the cause and also the consequence of the lack of knowledge of the great mass of the Brazilian population about the knowledge and practices that involve the fights. Even Capoeira, considered an originally Brazilian struggle, faced and still faces prejudices of various natures, involving aspects of ethnicity, religiosity and, to a certain extent, differences in social class.

These aspects make us reflect on the challenge that is posed for the Brazilian population to have access to struggles, as knowledge produced by humanity, since the school, a space that par excellence must carry

out the greater democratization of knowledge, still faces many barriers in relation to teaching that content.

Thus, it becomes of fundamental importance to provide teaching-learning spaces for the knowledge of struggles at the same time as offering access to the gestural, historical and cultural framework of these manifestations, in addition to the exercise of pedagogical practice in the training of Education teachers Physics that, at times, can take the place of apprentices, at times they can assume teaching in training.

STRUGGLE CULTURE EXTENSION PROJECT - BODY CULTURE AND PEDAGOGICAL PRACTICES

The project: 'Fights - Corporal Culture and Pedagogical Practices' is developed at the Laboratory of Fights of the Physical Education Course - UFCAT/IBiotec, providing free teaching of different types of fights such as: *Jiu Jitsu, Judô, Muay Thai, Capoeira, Karate, kung Fu and kickboxing*. The modalities are offered according to the availability of volunteer monitors involved in the project.

The activities of the Lutas Project – Corporal Culture and Pedagogical Practices are systematized based on the following objectives: 1) To promote access by the internal and external community, without age restriction, to the basic notions of fights involving modalities such as Judo, Taekwondo, Karate, Muay Thai, Capoeira, Kickboxing, Kung Fu, Jiu Jitsu, Grapling and Mixed Martial Arts, in their technical, historical, cultural and ethical aspects, in order to provide training elements for themes relevant to the fights, as much as the experience of the gesture proper to each one of them; 2) expand the training of undergraduate students on the theme of struggles, enabling the exercise of pedagogical practice; and, 3) to stimulate experiences focused on health and quality of

life from bodily practices experienced through struggles.

Thus, the Laboratory of Struggles, through the Extension Project, has enabled pedagogical action and reflection, as well as the exercise of the aesthetics of struggles, in its body language that speaks of the history of peoples, which dates back to their culture and partially preserved values, partly modified by the structures of time and interests that permeate the historical process.

The internal and external community is invited to enroll in the modalities of fights offered by the project according to their interest and according to the available schedules. The modalities are offered with classes two to three times a week, lasting between one and two hours each. Classes are taught by academics from the Physical Education Course and other courses, also counting on volunteers from the external community with specific training in a modality of fights, since there is an understanding in Brazil that the formation of teachers of fights takes place by the entities that represent them, whether Confederations or Federations. In this case, the Degree in Physical Education, it is up to the training of teachers to work in teaching spaces, mainly in formal education, in which the content of the struggles must be guaranteed along with the others foreseen.

The project is publicized through social networks, via direct invitation in UFCAT classrooms and through visits to state and municipal schools in the vicinity of the university. The planning and study meetings focus mainly on systematizing the actions described and providing the necessary conditions for the project activities.

Thus, the project plays a role in articulating the teaching, research and extension relationship that make up the process of academic training of Physical Education teachers, verticalizing the knowledge about

the struggles dealt with at graduation, as well as providing a favorable environment for the production of studies and research on the subject.

The process of teaching and learning struggles faces difficulties in different fields. If, on the one hand, it is still involved in prejudices and problems regarding the domain of knowledge by Physical Education teachers, on the other hand, it also deals with the methodological issues of teaching each of the modalities of struggles that historically built their knowledge around of the ways of teaching and developing in the different configurations of the struggles.

Thus, the construction of pedagogical processes that provide the learning of struggles from the critical pedagogies of education is presented as a great challenge, considering the process of learning as an active and reflective process, at the same time that the gesture is experienced, reconstructed and trained in the perspective of understanding its meaning and applications, and can be compared to other manifestations of body culture.

It is not a question of reinventing struggles, but of elaborating other ways of teaching and practicing, which promote a more intense reflective effort and, consequently, a significant, conscious and active appropriation of their learning.

It is important to highlight that we also experienced the possibility of creating a fighting group for girls/teenagers in a peripheral community of the city (Catalão/GO), providing access not only for free, but also due to the proximity of the participants' homes. The result, which also materialized in an academic course conclusion research (STORCK; PAULA, 2021), was the possibility of exploring more vehemently issues of interest and reality of this group, in a process of problematizing the struggles not only in their corporeal dimension, but also in its

broad dimension involving aspects of the social life of the group involved.

of contribution of this process in teacher training.

FINAL CONSIDERATIONS

We can say that the objectives of the Lutas Project – Corporal Culture and Pedagogical Practices have been achieved as it has enabled free access to knowledge and practices of struggles. It is expected that in the medium term it will significantly change the perception, still mistaken, and sometimes prejudiced, in the common sense, around the struggles in the local community, also seeking to build a cultural identity around the practice of struggles, being ethical and committed with the learning process of these cultural manifestations with millenary roots.

It is understood that the challenges that still present themselves are significant for people from different social groups to seek knowledge and practice of fights as a form of corporal exercise and also of human formation, since the most intense form of dissemination of struggles continue to be the media, whose interest is concentrated for commercial and profit purposes. However, the mandatory teaching of struggles at school has been provoking an increasingly expressive demand for the need to teach struggles in training areas, consequently, the eminence of the preparation of teachers to carry out their pedagogical practice without reproducing the teaching models that present in the non-formal spaces of education where struggles are practiced in our society.

Finally, we understand that there is still much to be discussed regarding the problem of the absence and/or presence in a mistaken way of the content of struggles at school, as well as the social identity linked to violence. However, it is believed that this work contributes significantly to thinking about the possibilities of offerings of struggles in formal spheres, educational practices and the process

REFERENCES

BRASIL. **Base Nacional Comum Curricular**. Brasília: MEC/SEF, 2018.

BRASIL. **Parâmetros curriculares nacionais**: Educação física / Secretaria de Educação Fundamental. – Brasília: MEC/SEF, 1997.

BERTAZZOLI, B. F.; ALVES, D. A.; AMARAL, S. C. F. Uma Abordagem Pedagógica para a Capoeira. **Movimento**, Porto Alegre, v. 14, n. 2, p. 207-229, mai/ago. 2008.

CARTAXO, C.A. **Jogos de Combate** – atividades recreativas e psicomotoras. Teoria e Prática. Petrópolis, RJ: Vozes, 2011.

CARVALHO, A.C. D; SANTOS, L. F. dos; PAULA, M. V. de. O ensino das lutas na educação física escolar - a produção científica (2006-2016) das revistas RBCE, Movimento e Pensar a Prática. **Anais do XX CONBRACE E VII CONICE**. Goiânia/GO, 2017.

CAZETTO, F. F. Lutas e Artes Marciais na Escola: “Das Brigas aos Jogos com regras”, de Jean-Claude Olivier [Porto Alegre: Artmed, 2000]. **Revista Motrivivência**. Ano XX, n. 31, p. 251-255 Dez./2008.

FONSECA, J. M. C.; FRANCHINI, E; D. VECCHIO, F. B. Conhecimento declarativo de docentes sobre a prática de lutas, artes marciais e modalidades esportivas de combate nas aulas de Educação Física escolar em Pelotas, Rio Grande do Sul. **Pensar a Prática**, Goiânia, v. 16, n. 2, p. 320618, abr./jun. 2013.

GOMES, M. S. P. *et al.* Ensino das lutas: dos princípios condicionais aos grupos situacionais. **Movimento**, Porto Alegre, v. 16, n. 02, p. 207-227, abr/jun. 2010.

NASCIMENTO, P. R. B. do; ALMEIDA, L. de. Tematização das lutas na Educação Física Escolar: restrições e possibilidades. **Revista Movimento**, Porto Alegre, v. 13, n. 3, p. 91-110. Setembro/dezembro de 2007.

NORONHA F.D.A.; PINTO, R.N. Capoeira nas aulas de Educação Física: uma proposta de intervenção. **Pensar a Prática**: revista da pós-graduação em Educação Física / UFG, Faculdade de Educação Física. V.7, n.2, jul./dez.2004.

SILVA, P. C. da C. Capoeira nas aulas de educação física: alguns apontamentos sobre processos de ensino-aprendizado de professores. **Revista Brasileira de Ciências do Esporte**, Florianópolis, v. 33, n. 4, p. 889-903, out./dez. 2011.

SOARES C. L. *et al.* **Metodologia do Ensino de Educação Física**. São Paula, Cortez, 1992.

STORCK, Caroline Matos; PAULA, Maristela Vicente de. **Lutas da e na vida: práticas e debates com meninas adolescentes participantes da Associação Laços de Bem em Catalão/GO**. 2021. 26p. Trabalho de Conclusão de Curso (Graduação) – Universidade Federal de Catalão, Catalão, 2021.

UENO, V. L. F.; SOUSA, M. F. de. Agressividade, violência e judô: temas da Educação Física em uma escola estadual em Goiânia. **Pensar a Prática**, Goiânia, v. 17, n. 4, out./dez. 2014.