

TEACHER EDUCATION FOR TEACHING MARTIAL ARTS IN PHYSICAL EDUCATION AT SCHOOL: THE STATE OF THE QUESTION

FORMAÇÃO DE PROFESSORES PARA O ENSINO DE LUTAS NA EDUCAÇÃO FÍSICA ESCOLAR: O ESTADO DA QUESTÃO

FORMACIÓN DEL PROFESORADO PARA LA ENSEÑANZA DE LAS LUCHAS EN LA EDUCACIÓN FÍSICA ESCOLAR: EL ESTADO DE LA CUESTIÓN

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ABSTRACT: This article aims to establish an analytical framework of studies related to the theme about the teaching of martial arts in school Physical Education. The methodology used was qualitative research, based on a bibliographic survey, called "state of the question", through cataloging, tabulation, and analysis of data obtained from the titles, abstracts, and methodology of scientific articles. As a result, the research pointed to the distance of the discussions about martial arts in Physical Education, and about the need for a training on martial arts in school Physical Education, considering that in this curricular component, sport is still prioritized to the detriment of other contents. Therefore, we confirm the significance and urgency of debates about martial arts in school Physical Education. In particular, regarding continuing education and pedagogical practice of teachers inserted in basic education institutions.

KEYWORDS: Physical education. Teacher education. Martial arts.

RESUMO: Este artigo tem por finalidade estabelecer um quadro analítico de estudos relacionados à temática acerca do ensino das lutas na Educação Física escolar. A metodologia utilizada foi a pesquisa qualitativa, a partir do levantamento bibliográfico, denominado "estado da questão", por meio da catalogação, tabulação e análise de dados obtidos nos títulos, resumos, e metodologia de artigos científicos. Como resultado, a pesquisa

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apontou para o distanciamento das discussões sobre lutas na formação em Educação Física, e acerca da necessidade de uma formação no âmbito das lutas na Educação Física escolar, tendo em vista que neste componente curricular, o esporte ainda é priorizado em detrimento dos outros conteúdos. Confirmamos, portanto, a significância e premência de debates sobre as lutas na Educação Física escolar. Em especial, no que diz respeito à formação continuada e prática pedagógica dos professores inseridos nas instituições de educação básica.

PALAVRAS-CHAVE: Educação física. Formação de professores. Lutas.

RESUMEN: *Este artículo tiene como objetivo establecer un marco analítico de estudios relacionados con el tema de la enseñanza de las luchas en la Educación Física escolar. La metodología utilizada fue la investigación cualitativa, mediante el relevamiento bibliográfico, denominado “estado de la cuestión”, mediante la catalogación, tabulación y análisis de los datos obtenidos en los títulos, resúmenes y metodología de los artículos científicos. Como resultado, la investigación señaló el alejamiento de las discusiones sobre las luchas en la formación de la Educación Física, y sobre la necesidad de la formación en el contexto de las luchas en la Educación Física escolar, considerando que en este componente curricular, el deporte aún se prioriza otros contenidos a expensas de la educación física. Confirmamos, por tanto, la trascendencia y urgencia de los debates sobre las luchas en la Educación Física escolar. En particular, en lo que respecta a la formación continua y la práctica pedagógica de los docentes que trabajan en las instituciones de educación básica.*

PALABRAS CLAVE: Educación Física. Formación del profesorado. Luchas.

Introduction

The research brings an analytical framework of academic productions on the theme of teaching fights in school Physical Education, highlighting some problems in the formation of Physical Education teachers for the development of this teaching content.

It starts with the issue that there is a gap in the curriculum of Physical Education formation in higher education institutions, on the theme of teacher formation for teaching martial arts at school. The teaching of martial arts is ensured in terms of curricular guidelines, but it tends to be a content little addressed by many higher education courses in Physical Education, which results in problems for its implementation in the school environment (RUFINO; DARIDO, 2015).

It corroborates with Neira (2008), when stating that body practices, movements, are ways of exploring the body and its possibilities, providing body perception from this practice, contributing to the formation of the individual, valuing their knowledge, their customs, aiming to promote respectful attitudes and social equality. Thus, professional formation in the context of Physical Education must contemplate the universe of bodily practices, including

the teaching of martial arts, seeking to contribute to the formation and expansion of knowledge about martial arts as a manifestation of the body culture of movement.

Thus, regarding the Physical Education curricular component, it is highlighted that in 1992, in the book *Methodology for Teaching Physical Education*, a production with a critical approach arising from dialectical historical materialism, one of the first content proposals for Physical Education at school appears. Also known as the Collective of Authors, the referred work allowed a critical perspective to work the contents during the classes through its suggestions directed to the popular class, thus conceiving a critical-surpassing approach, emerging the body culture as an object to be studied by Physical Education (SOARES *et al.*, 1992).

The contents proposed by the book, which became a reference for teachers at the time, were: games, sports, gymnastics, dance and capoeira. For the first time, among the range of options for teaching, a martial art was pointed out, in this case, capoeira. This was inserted as a kind of recognition of a Brazilian body culture. Thus, considering the current diversity of content, we will emphasize, in this Master's-level project, the content Martial Arts.

In 1997, the National Curriculum Parameters - PCN (BRASIL, 1997) were created with the purpose of suggesting guidelines to teachers based on content blocks, allowing for a variety of possibilities for working with Physical Education at school. This guiding document, not mandatory in Basic Education, had the following contents: knowledge about the body; rhythmic and expressive activities; sports, games, martial arts and gymnastics. Again, the content martial arts was highlighted in a document relevant to the field of Physical Education. It is crucial to emphasize that this document gave legality to the pedagogical practices of the Physical Education teacher, based on the reality of the students' daily lives.

Concomitant to this expansion and recognition in the national and international scope, it is observed that even being part of the Physical Education curriculum of Basic Education, the Martial Arts content is still little explored in the daily school life, either due to the lack of mastery of the didactic-methodological processes of these bodily practices on the part of the teacher, or by the curriculum of the discipline that has Sport as its hegemonic content.

Regarding this issue, Oliveira and Reis Filho (2013) point out that there are some problems that make the experience of this body practice unfeasible in Physical Education classes, such as: prejudice against martial arts, nourished by the erroneous perception that the teaching of a combat modality can stimulate the student to aggressiveness; scarcity of material and infrastructure: appropriate uniforms, according to the practice planned by the teacher, and padded floors.

In a survey conducted by Ferreira (2009), it was found that 68% of professionals who did not use martial arts in Physical Education classes were motivated by the lack of instruction to teach such activity, which confirms the relationship between knowing how to do and doing. It is believed that Physical Education teachers are responsible for implementing the various teaching themes, namely: games, games, sports, martial arts, dances, gymnastics, adventurous body practices, providing students with diversified experiences, developing their autonomy and creativity, encouraging them to participate in health and leisure contexts (BRASIL, 2017).

Given the data presented and the little inclusion of martial arts in the school environment, we understand the facts and recognize the weakness in the theme of teacher formation for teaching martial arts at school, starting from the following question: formation in Brazilian Martial Arts for Physical Education teachers, who have not had extra-academic and personal experiences with martial arts, can it be resolute for their intervention in the pedagogical practice of this thematic unit in their classes, in Basic Education? This concern came from the understanding that becoming a teacher is part of a movement, a journey of reflections and the way it mobilizes the knowledge that is part of its repertoire of knowledge, in the search for solving the challenges that present itself in its practice. educational, for a conscious and intentional decision-making (SACRISTÁN, 1999).

Faced with these challenges, there is a desire to get to know productions that address this topic. We intend to carry out a movement out of our gaze to know other perspectives on the subject, which would allow the understanding of the movement in the area of knowledge, its configurations, theoretical and methodological propensities, critical analysis, recurrences and gaps. Thus, we understand that, in order to evidence the contributions of what we propose to investigate to the field of knowledge, this investigation called State of the Question (SQ) on the research object is necessary through an inventory of scientific production on the subject. This path has as its scope the definition described by Nóbrega-Therrien and Therrien (2010, p. 36, our translation), in which they state that the SQ:

[...] it is a way that the student/researcher can use to understand and lead the process of elaboration of his monograph, dissertation or thesis, that is, of scientific production in relation to the development of his theme, object of his investigation. It is a particular way of understanding, articulating and presenting certain issues that are more directly linked to the subject under investigation.

For Nóbrega-Therrien and Therrien (2004), the researcher reaches the domain of literature when he is able to investigate an extensive and relevant literature and, at the same

time, use it in the development of analysis and discussion of ideas; while the conceptual domain is reached when there is the ability to coherently organize relevant perspectives or theories to interpret and explore the subject of study and add to it a critical analysis.

By using the State of the Question methodology, the material found is confronted with the research proposal to be developed, with a dialogue between the researcher and the scientific production found (SILVEIRA; NÓBREGA-TERRIEN, 2011).

For the methodological treatment of the State of the Question, we initially resorted to dialogues with the advisor, and after his indication, studies were started in a subject offered in the course of the Postgraduate Program in Education - PPGE by the Ceara State University. The course focuses on discussing the importance of understanding and forwarding the process of scientific production by the student/researcher, in relation to the elaboration of the State of the Question on its theme, object of investigation.

That said, we emphasize that the analysis of the SQ requires time and availability to the researcher, because according to the descriptor used for the research, it may indicate, among other hypotheses, that there is still no significant publication in the researched journal on the topic in focus.

Methodological procedure

The methodology used included a qualitative bibliographic research, which allowed us to find the appropriate theoretical framework for the development of this discussion. The bibliographical research corresponds to an analysis of books, articles, theses, conference proceedings, internet material, among others. Although in almost all works a theoretical basis is required, for a research to be considered purely bibliographical, it must be done exclusively on theoretical and documentary materials (GIL, 2002).

The data source used was the research platform of the Coordination for the Improvement of Higher Education Personnel - CAPES, directing the search to the journal portal on the same platform. The portal has one of the largest collections of virtual journals in the world, ensuring renowned reliability across the country. The choice is justified by the ease of access to the site to the different areas of research, as the availability comes in digital form, thus democratizing all access. Searches took place from September 2020 to November of the same year, using refinement options, as peer-reviewed and with only Portuguese language.

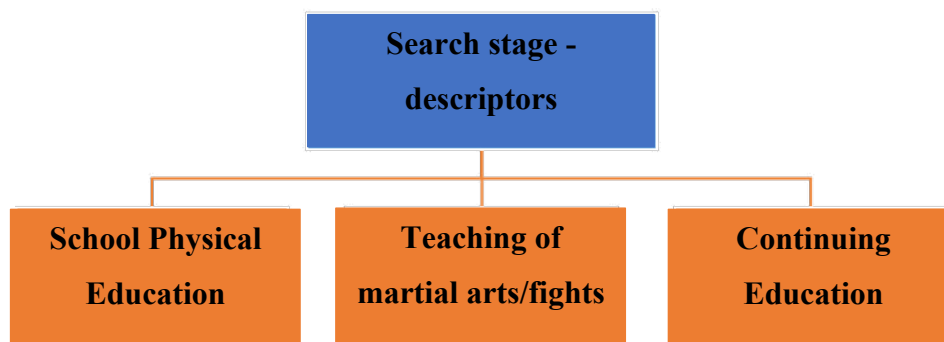
We delimited, as a time frame, the periodicals that covered the years 1997 to 2019. The choice of years considered the appearance of the term martial arts at school from the

PCN: Physical Education, published in 1997 (BRASIL, 1997). Regarding journals, we decided, in order to reach a greater number of works, not to make any delimitation according to the Qualis CAPES system.

Initially, the search, on the platform, was carried out without combination and refinement. For the purpose of information about the specific methodological path of the searches, we believe it is necessary to mention that several descriptors were used in an attempt to obtain relevant data about the object of study. However, we were not successful during the searches on the websites decs.bvs.br and *Thesaurus Brasileiro da Educação*, website linked to the National Institute of Educational Studies and Research Anísio Teixeira - INEP.

Among the categories that we describe as descriptors, in the first mentioned website, we searched for "*Educação física escolar*" (School Physical Education), accounting for a total of zero descriptors. In the category "*Ensino de lutas*" (teaching of martial arts/fights), we obtained the same result: zero descriptors. Finally, in the search for "Continuing Education", 1 descriptor.

Figure 1 – Path taken in the Capes platform search



Source: Devised by the authors

At first, right after choosing the descriptors, we used them combined. In the first search, we described *Ensino de Lutas* (Teaching of martial arts/fights) AND *Educação Física Escolar* (School Physical Education), which generated a number of 112 articles in journals.

Table 1 – List of the combined descriptors "school physical education AND teaching of martial arts/fights" used in the EQ, 2 steps

Descriptors	Results	R	Filtered	Found	F	%
"school physical education AND teaching of martial arts/fights"	0	16	1	8	6	3,75

Source: Devised by the authors

During the combination of descriptors, we used Boolean AND and quotation marks, we chose to only use articles written in Portuguese, and for refinement peer-reviewed, in order to accurately find articles in journals that brought us closer to the research object. Therefore, when inserting “school physical education AND teaching of martial arts/fights” a total of 160 works can be found. After the filter, performed by reading the title, abstract and methodology, this number reduced to 81.

So, through the searches, we understand that, of 160 articles found in journals through the search on the platform, 3.5% correspond to the categories that we relate to the proposed research. Given the above picture, we consider that the reduced number of productions is related to the category, which demonstrates a gap in academic production.

In the second table, we will present the findings that correspond to the articles that are close to the object of study, with their respective authors and journals.

Results and discussion

From the analysis of selected dissertations and theses, the results showed a greater number of works published in 2017 and carried out by researchers from Public Universities. In addition, six brought information about continuing education courses developed. The studies and respective objectives can be seen in the table below:

Table 2 – Quantitative table (descriptive) of the distribution of findings by journal, with analysis of statistics

Author	Findings/	Journal	Title
Rufino (2016a)		Revista brasileira de prescrição e fisiologia do exercício	<i>As lutas no contexto escolar e outros ambientes educacionais</i> (Martial arts in the school context and other educational environments)
Rufino (2016b)		Revista brasileira de prescrição e fisiologia do exercício	<i>Fundamentos das lutas e o processo de inclusão: perspectivas pedagógicas na diversidade educacional contemporânea</i> (Fundamentals of martial arts and the inclusion process: pedagogical perspectives in contemporary educational diversity)
Rufino e Darido (2015)		Revista Educação Física/UEM	<i>O ensino de lutas nas aulas de educação física: análise da prática pedagógica à luz de especialistas</i> (The teaching of martial arts in physical education classes: analysis of pedagogical practice in the

		light of specialists)
Mazini Filho <i>et al.</i> (2014)	CINERGIS	<i>O ensino de Lutas nas aulas de educação física escolar</i> (The teaching of martial arts in school physical education classes)
Rufino (2016c)	Revista brasileira de prescrição e fisiologia do exercício	<i>Os jogos de lutas nas aulas de educação física escolar: possibilidades técnico-táticas e seus elementos variants</i> (Fighting games in physical education classes at school: technical-tactical possibilities and their variant elements)
Hegele, González e Borges (2018)	Caderno de educação física e esportes	<i>Possibilidades do ensino das lutas na escola: uma pesquisa-ação com professores de educação física</i> (Possibilities of teaching martial arts at school: an action research with physical education teachers)

Source: Devised by the authors. Our translation.

From the reading of the complete material in the sections referring to the introduction and results, we sought to analyze: objective, results and conclusion of the articles highlighted in the table above.

In order to understand the works aimed at school Physical Education and the teaching of martial arts, we highlight an analysis of the articles found.

At first, we will start our analysis with the studies by Rufino (2016a), which aimed to understand and analyze pedagogical approaches regarding the development and teaching of martial arts, starting from critical analysis, seeking to analyze, from aspects related to the socio-historical difficulties, martial arts in formal and non-formal environments, such as schools, gyms, clubs, sports centers.

The author emphasizes that by understanding the pedagogy of martial arts it is possible to improve their pedagogical practice, although traditionalism is still evident in some approaches. He also highlights a comparative framework and shares the difficulties of working the martial arts in a school context, describing, at the same time, the possibilities for each problem.

The Physical Education teacher, based on their pedagogical formation, gathers skills and abilities to include elements of martial arts such as autonomy, criticality, respect, character in their classes, thus contributing to the student's integral education. "It is understood that the pedagogical approach of the martial arts component in school Physical Education must necessarily include aspects of autonomy, criticality, emancipation and the construction of significant knowledge" (NASCIMENTO; ALMEIDA, 2007, p. 93, our translation).

Regarding the methodology used, this is a descriptive study, with a literature review aimed at the martial arts inside and outside the school environment. Thus, as results, Rufino (2016a) highlighted the following categories: "prejudice, lack of materials, deficient initial formation, lack of academic production", presenting, for each one, difficulties and possibilities for the use of martial arts in school Physical Education. We emphasize here that this State of the Question does not contribute to describing the martial arts in non-formal areas, as this aspect does not come close to the purpose of the research.

In the second study found, Rufino (2016b) emphasizes the inclusion of martial arts in Physical Education classes, as the insecurity in teaching the content causes resistance on the part of teachers to work with this theme. In this article, the author aims to analyze the pedagogical foundations of martial arts from the inclusion processes, thus proposing a diversification of work with martial arts. The method used had a descriptive qualitative approach, based on a literature review, highlighting the inclusion of martial arts as the central axis.

Regarding the inclusion of martial arts, the author emphasizes that it does not only aim to include students with disabilities, but also male and female students, students with health problems such as obesity and supporters of fighting practices. The method used by the researcher consisted of a descriptive study with a literature review. Thus, the results contributed to a reflection relevant to the martial arts, among those mentioned, to expand the possibilities of inclusion for all people, providing experiences and knowledge. It appears, therefore, that martial arts enable a variety of activities, among them, a variation of people, weight, students who train. Continuing education contemplates and is urgently needed for teachers who adhere to use martial arts as content, contributing to the understanding of the pedagogical process and demystifying patterns and myths about martial arts.

The third work, authored by Rufino and Darido (2015), aimed to analyze the opinions of university professors, specialists in martial arts, aimed only at the pedagogical practice of martial arts in Physical Education classes at school. This time, the method comes as a data collection technique, that is, the authors used a semi-structured interview with the participation of five teachers who were experts in fighting. Rufino and Darido (2015) comment on affinity in the discourse of three specialists, who highlight the initial formation of Physical Education teachers as still fragile to make them feel prepared to work with martial arts at school.

In view of these statements, attention is drawn to the importance that continuing education can provide improvement to Basic Education teachers, contemplating the content of struggles in a safe and pedagogical way. About continuing education, can be understood that:

Both initial formation and continuing education, acting in an articulated manner, must provide scientific support so that the teacher can feel competent to recreate their practice and act in a transformative way. In this sense, the inclusion of martial arts in the real curriculum of Physical Education establishes dependencies with the formation of teachers in relation to this content (BELTRÃO DE MATOS *et al.*, 2015, p. 123, our translation).

In their research, Mazini Filho *et al.* (2014), aims to analyze how martial arts have been addressed in Physical Education classes in a municipality in the state of Minas Gerais in the light of the National Curriculum Parameters – PCN (BRASIL, 1997). This is a cross-sectional survey that included 18 teachers from the municipal network. The instrument that coined the data collection was based on a closed, adapted questionnaire with six questions. For data management, relative frequency and percentage were used in the proposed questions. We highlight this study here, as it approaches our study, which will investigate the existing gaps in the teaching of martial arts by school Physical Education teachers, having as north the PNC (BRASIL, 1997).

Ferreira (2006) highlights that the use of martial arts is not to be confused with the militarist tendency, in which such proposal was intended to prepare the individual for combat/war. Its objective is to provide the student with a broader diversity of bodily experiences through cultural experiences. Due to the difficulty of teachers reported in the studies presented, we highlight the relevance of continuing education so that one can break these paradigms, as well as insert the martial arts in a safe and responsible way, providing the student with a greater diversity of experiences and attending to the documents that include Basic Education, such as the PCN (BRASIL, 1997) and the BNCC (BRASIL, 2017; 2018).

Thus, we understand that martial arts can go beyond the specificity of each art, inserting the playful in their actions, appropriating the context in which the individual is inserted and not centralizing only technical activities per se. About this, says Rufino (2016c), in relation to the propositions of the federal-level documents mentioned above, that ensure martial arts as a pedagogical approach, and the absence of a critical analysis of these documents corroborates the choice of hegemonic sports in Brazil, such as like judo and capoeira.

In his study, Rufino (2016c) proposes to experience a variety of practices involving martial arts through a theoretical-practical workshop, in which the intention was to report the

development of the formative process of martial arts from the use of games. To carry out the formation, the author used methodological practices centered on critical reflection, namely: debates, practical activities inside and outside the classroom, critical analysis of problematizing situations and, finally, the creation of activities exploring the autonomy of participants.

Its results were based on recognizing the ludic as a strategy to include fights, recognizing the technique and tactics aligned with the elements that the author calls invariant, which are: mobile target, direct opposition between individuals and physical confrontation (RUFINO; DARIDO, 2015).

Among the six findings that the search was able to provide through the periodicals, the research by Hegele, Gonzalez and Borges (2018) included an action research, in which four teachers from the municipal network in the interior of the state of Rio Grande do Sul were participants. We emphasize here the type of methodology used by the authors: this consisted of realizing the impact of collaborative formation on teachers who sometimes felt insecure or would not have experienced the content of martial arts during graduation.

As we have seen, few studies that research martial arts at school use action research as a methodology (n=5; 13%). Thus, we believe that the use of this methodology will give our research a more original character, contributing to the advancement of knowledge. Few studies bring contributions to the northeast region of Brazil. This is a differential of our research, as it proposes to research this theme that is “shy” in terms of scientific production.

According to Ferreira (2006), the bodily practices of martial arts should be exposed to students in Physical Education schools and university centers. From these institutions, discussion can also be applied beyond the techniques. One of the themes that the author suggests is based on violence, exacerbated by layers of society and by the confrontation between fans of football teams.

Therefore, with the inventory of academic productions that address the theme of teaching martial arts in school Physical Education in the established period, we sought to extract information that would enable us to answer our questions, thus building a framework about the knowledge that has been produced about the theme in the country.

Final considerations

The researched databases and the investigated material showed us the reduced number of articles that deal directly with the formation of teachers in Physical Education for the

teaching of martial arts at school. We have more publications about continuing education in health than politics itself, however, further debates and research are needed to enable diagnoses, knowledge and strategies for its implementation in other Brazilian schools.

Based on this finding, we hope that our text can contribute to a continuation of the debate on the theme of martial arts in Basic Education, thus enabling a reflection to/for and with Physical Education teachers about the content of martial arts, considering that this theme, still little explored in school, can allow a variety of contents to be developed in Physical Education classes, such as: could cite some examples.

Therefore, given the results that will be discussed later, since this study that is now presented is an excerpt and is under development, research in martial arts supports the promotion of science in the field of scientific production on the subject in question. Thus, we believe that the investigation carried out does not end this discussion here, but brings up some questions, some problematizations, so that together we can think about the importance of its implementation.

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