
THE TEACHING OF FIGHTS IN SCHOOL PHYSICAL EDUCATION: A STATE OF KNOWLEDGE OF BRAZILIAN STUDIES

O ENSINO DAS LUTAS NA EDUCAÇÃO FÍSICA ESCOLAR: UM ESTADO DO CONHECIMENTO DE ESTUDOS BRASILEIROS

Carla da Silva Ferreira¹, Nicole Marcell Nunes Cardoso¹, Tiele Neto Cardoso², Flávio Py Mariante Neto², and Daniel Giordani Vasques¹

¹Federal University of Rio Grande do Sul, Porto Alegre- RS, Brazil.

²Lutheran University of Brazil, Canoas- RS, Brazil.

RESUMO

Este artigo tem como objetivo analisar as publicações acadêmicas brasileiras sobre lutas e Educação Física. Utilizou-se a análise de conteúdo por meio de revisão narrativa, com 38 artigos como corpus. Como resultado construímos quatro categorias analíticas empíricas: 1) Espaço e aspectos socioculturais: apontam a falta de infraestrutura e a escassez de materiais como fatores restritivos para a abordagem dos conteúdos de luta nas escolas; 2) Tecnologias/mídias: que servem como ferramentas de auxílio para a inclusão das lutas na Educação Física escolar; 3) Currículo de Educação Física: aborda questões relacionadas a conteúdo, cultura, documentos e professores e 4) Prática pedagógica: que envolve questões mais específicas observadas nos estudos, como metodologias que envolvem a aplicação do conteúdo às aulas, vivências, dimensões do conteúdo, atividades e implicações sobre os temas discutidos no conteúdo, como a associação com a violência, a discriminação de gênero e a sexualidade. Concluímos que os estudos mostram que a abordagem das lutas como conteúdo nas escolas ainda é incipiente, sendo a insegurança do professor fator preponderante para que as lutas não sejam inseridas. Dessa forma, estudos indicam a necessidade de criar materiais e metodologias que auxiliem os professores, possibilitando assim a utilização de conteúdos já consolidados na literatura.

Palavras-chave: Lutas. Educação Física Escolar. Combater as Dificuldades de Conteúdo. Prática Pedagógica.

ABSTRACT

This article aims to analyze the Brazilian academic publications on fights and Physical Education. We used content analysis through a state of knowledge, with 38 articles as corpus. As results we built four empirical analytical categories: 1) Space and sociocultural aspects: they point the lack of infrastructure and the scarcity of materials as restrictive factors for the approach of the fight contents in schools; 2) Technologies/media: that serve as auxiliary tools for the inclusion of fights in school Physical Education; 3) Physical Education curriculum: addresses issues related to content, culture, documents and teachers; and 4) Pedagogical practice: which involves more specific issues observed in the studies, such as methodologies involving the application of the content to classes, experiences, dimensions of the content, activities and implications about the themes discussed in the content, such as the association with violence, gender discrimination and sexuality. We conclude that the studies show that the approach of fights as content in schools is still incipient, being the insecurity of the teacher a preponderant factor so that fights are not inserted. Thus, studies indicate the need to create materials and methodologies that help teachers, thus enabling the use of content already consolidated in the literature.

Keywords: Fighting. School Physical Education. Fighting Content Difficulties. Pedagogical Practice.

Introduction

Physical Education is understood, according to the Brazilian Guidelines and Framework Law (LDB)¹, as a school curricular component that deals with knowledge related to the bodily culture of movement. Fights as content and thematic units of Physical Education aim at physical combat, in which participants use specific techniques, tactics and strategies to immobilize, unbalance, reach or exclude the opponent from a given space, combining attack and defense actions directed at the opponent's body². According to the National Curriculum Parameters (PCNs)³, they are characterized by specific regulations in order to punish acts of violence and disloyalty. Examples of fights include games such as tug-of-war and arm wrestling, or more complex practices, such as capoeira, judo and karate.

The task of teaching fighting content in Brazilian schools presents numerous difficulties for its applicability, with lack of physical structure, materials and appropriate clothing being



the main causes pointed out in studies^{4,5}. Another aspect that deserves highlight is the precariousness in the initial and continuing professional training of teachers^{4,6}, which directly contributes to insecurity⁶ and even their lack of interest in developing fights as content⁷. Researches also show that fights are linked to representations of violence, causing a series of prejudices and out-of-context opinions, which are oftentimes guided by the perspective of common sense^{4,8,9} and heavily influenced by films, cartoons and media, as they commonly expose fights in a limited and negative way^{8,10}. Therefore, these factors are decisive for fighting content to be little explored in the school context.

As for the possibilities, fights as content must be adapted to the school context in which they are inserted. For that, it is worth considering some aspects for the teaching and learning process of the subject, the experience of situations that involve perceiving, relating and developing the physical abilities and motor skills present in current fights, the experience of situations in which it is necessary to understand and use techniques for solving problems in specific cases – such as attack and defense techniques and tactics –, and experiences of activities involving fights within the school context². Rufino and Darido⁶, analyzing the opinion of professors on pedagogical practice in Physical Education classes in the school, identified that the production of books and/or teaching materials was highlighted with greater emphasis by the respondents, being mentioned as “a guide, a reference for consultation” in helping teachers. Regarding proposed methodologies, Lopes and Kerr¹¹ and Cirino¹² point out fighting games as a possibility for including fights in the school context, by means of adapted models, providing a playful fighting experience in schools.

According to Camargo et al.⁴, fighting content has fundamentals that support the praxis, as long as it is developed properly. Fights must be included in the school curriculum, even if the teacher does not have training in a certain modality. To diversify, these authors suggest that teachers can, for instance, introduce students to a professional in some specific modality; in addition, they suggest using technologies to plan and apply content and provide opportunities for students to become interested, and demystify the idea that fights cannot be inserted in the school environment. Through opposition games, karate, judo and fencing, Lima Junior and Chaves Junior¹³ show possibilities of putting fighting content into practice in school Physical Education, reporting that the intervention helped in the process of acceptance of fights in the school context and in the idea that fights are not associated with violence. How it is done with Mazini Filho et al.⁵, fighting content has been inadequately developed and is often not even put into practice. The authors suggest that specific professional training is needed in this area of intervention and that said training can be supported by the PCNs³, reinforcing the teaching of fights in school physical education.

Some authors have conducted literature reviews regarding fights as content in school Physical Education¹⁴⁻¹⁶. Such studies aim to present the challenges and difficulties of applying fighting content in schools, as well as methodological approaches and possibilities for development. They highlight the difficulties, such as the association of the content with violence, lack of infrastructure and materials, and poor teacher training. Three of these studies¹⁴⁻¹⁶, conclude that a more solid teacher education is needed, one that is aimed at training and specialization in the teaching of fights, as well as at pedagogical interventions and the diversification of this content for different Brazilian realities. Pereira et al.¹⁶, in their turn, defend the systematization of the content aimed at education through a network of fighting games.

The present research, for its part, differs from these other review studies due to its larger documentary corpus (a total of 38 articles were analyzed, while the others had up to 19 articles), which increases the scope of the scientific field. In addition to being more current, the categories created here – sociocultural spaces, possibilities through technologies, Physical Education

curriculum, and pedagogical practice and its prejudices – differ from those observed in other studies. Thus, the analysis performed here can contribute to a better understanding of the object.

From that, this article asks: What has the scientific literature been saying about teaching fights in schools? The intention is to analyze how fights are applied to Physical Education classes, as well as observe the difficulties and tensions. Therefore, this article aimed to analyze academic production in the form of scientific articles dealing with fighting content in school Physical Education.

Methods

This research was characterized as exploratory, as it aimed to examine the problem at hand, and as bibliographic, for the use of materials that have been produced on the subject¹⁷. This is a review, called “state of knowledge”, that intends to discuss the general development of studies from a qualitative analysis perspective. Such kind of review is understood as a broad analysis of the bibliography, which aims to analyze, categorize and reveal the multiple focuses and perspectives of production. However, it uses a methodology capable of obtaining an overview of the knowledge about a topic, and present new perspectives on the object¹⁸.

To select the articles, research on Google Scholar database was conducted in March 2021 by two independent authors. All combinations between the first group (fights, martial arts, combat sports) and the second group (school, physical education, pedagogical practice) of descriptors were made. After the exclusion of duplicate studies, 89 articles were selected. The articles were submitted to an initial screening considering: articles produced in the reality of Brazilian schools, published in scientific journals, whose object was directly linked to the Fighting and School Physical Education; this process eliminated 43 studies. The selected documents went through a final screening by complete reading, in order to verify if they met the inclusion criteria: (1) scientific articles that discussed the application of the content of fights in Physical Education classes, (2) journals classified in WebQualis B5 or higher - a Brazilian classification system for scientific journals, which ranks them in A1, A2, B1, B2, B3, B4, B5 or C, (3) documents published in the period from 2010 to 2020. It was decided to limit the period to see the relative recent discussions on the subject. The following exclusion criteria were considered: review articles and studies that did not present a specific approach to the content of fights in school Physical Education. After reading the documents, it was found that 8 texts used the literature review strategy, thus being excluded from the corpus, which totalled 38 articles, listed in the Chart 1 below:

<i>Title</i>	<i>Authors</i>	<i>Year</i>	<i>Journal</i>
Jiu-jitsu brasileiro e vale-tudo: o uso de novas tecnologias no ensino de Lutas e Artes Marciais	Fabiano Filier Cazetto	2010	Motrivivência
Possibilidades das lutas como conteúdo na Educação Física escolar: o confronto em uma abordagem pedagógica com alunos de 6a série em um colégio estadual do município de Guarapuava-PR	Hamilton Carlos de Lima Junior e Ms. Sergio Roberto Chaves Junior	2011	Cadernos de Formação RBCE
A utilização das lutas enquanto conteúdo da Educação Física escolar nas escolas estaduais de Araguaína-TO	Francinaldo Freitas Leite, Ricardo Silva Borges e Thaís Lorrann V. Dias	2012	Revista Científica do ITPAC
Metodologia do ensino do conteúdo de lutas de 5a a 8a série em escolas estaduais de Guarapuava-PR	José Luiz de Camargo, Francier Marcondes e Juliana Deisy Guralecka	2013	Revista polidisciplinar eletrônica da Faculdade de Guairacá

<i>Title</i>	<i>Authors</i>	<i>Year</i>	<i>Journal</i>
Sistematização dos conteúdos das lutas para o ensino fundamental: uma proposta de ensino pautada nos jogos	Carolina Cirino, Marcos Paulo Vaz de Campos Pereira e Alcides José Scaglia	2013	R. Min. Educ. Fís.
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.	Joel Maurício Corrêa Fonseca, Emerson Franchini e Fabrício Boscolo Del Vecchio	2013	Pensar a prática
As três dimensões do conteúdo na Educação Física: tematizando as lutas na escola pública	Daniel Teixeira Maldonado e Daniel Bocchini,	2013	Conexões
MMA e Educação Física Escolar: a luta vai começar	Daniel Giordani Vasques e José Arlen Beltrão	2013	Movimento
Lutas na Educação Física escolar: uma experiência no ensino médio	Paula Nunes Chaves, Ivana Lúcia da Silva e Rosie Marie Nascimento de Medeiros	2014	Cadernos de Formação RBCE
O ensino de lutas nas aulas de Educação Física Escolar	Mauro Lúcio Mazini Filho, Michel Resende Simões, Gabriela Resende de Oliveira Venturini, Rafael Pedroza Savóia, Dihogo Gama Mattos, Felipe José Aidar e Saulo Paula Costa	2014	Cinergis
Agressividade, violência e budô: temas da Educação Física em uma escola estadual em Goiânia	Viviane Lopes Freitas Ueno e Marcel Farias de Sousa	2014	Pensar a prática
TICs como ferramentas motivadoras para introdução do conteúdo Lutas nas aulas de Educação Física Escolar no contexto Luta não é Briga	Miriam Jussara da C. Cândido e Dimas C. de Oliveira	2015	Revista Tecnologias na Educação
Educação Física Escolar e Artes Marciais: entre o combate e o debate	Walter Roberto CORREIA	2015	Revista Brasileira de Educação Física e Esporte
O ensino das lutas na Educação Física escolar: uma experiência no ensino fundamental	Raphael Gregory Bazílio Lopes e Tiemi Okimura Kerr	2015	Motrivivência
Considerações e sugestões para o ensino das lutas no ambiente escolar	Luiz Alcides Maduro	2015	Cadernos de Formação RBCE
A presença/ausência do conteúdo lutas na Educação Física escolar: identificando desafios e propondo sugestões	José Arlen Beltrão de Matos, Leopoldo Katsuki Hiramã, Larissa Rafaela Galatti e Paulo César Montagner	2015	Conexões
Práticas educativas desenvolvidas pelo discente de Educação Física: o conteúdo lutas na escola	Letícia Rocha Moreira e Kalyla Maroun	2015	Revista de Estudo e Pesquisa em Educação
O ensino das lutas nas aulas de Educação Física: análise da prática pedagógica à luz de especialistas	Luiz Gustavo Bonatto Rufino e Suraya Cristina Darido	2015	Revista Da Educação Física Uem
Sistematização do conteúdo luta nas aulas de educação física: O judô como possibilidade na prática pedagógica	Caio Nunes de Oliveira Silva, Tiago Emanuel do Nascimento e Rita Cláudia Batista Ferreira	2015	Revista Cadernos de Estudos e Pesquisa na Educação Básica
As lutas na Educação Física escolar: perspectivas discentes de catanduva e região	Victor Lage, Alaf Junior Silvestre, Diego Rodrigo da Silva, Felipe Augusto Progiante, João Vitor Iran Silva e Leonardo Monteiro	2016	Corpo E Movimento Educação Física

<i>Title</i>	<i>Authors</i>	<i>Year</i>	<i>Journal</i>
O ensino de lutas nas escolas de ensino fundamental no estado do Piauí	João Batista de Andrade Neto e Patrícia Maria Martins Nápolis	2016	Revista do Plano Nacional de Formação de Professores da Educação Básica
Karate como prática pedagógica	Flávio Penteado Souza	2016	Revista Eventos Pedagógicos
O Wushu como uma ferramenta para o desenvolvimento motor, cognitivo e socioafetivo na escola: um estudo exploratório	Evertton de Souza da Silva, Diego Pereira Alves, Lucas Ribeiro dos Santos, Marcelo Augusto P. dos Santos, Sumara Brito Soares e Bianca Miarka	2017	Revista de Artes Marciales Asiáticas
As artes marciais e a educação na história: uma ponderação sobre martial arts and the body politic in meiji japan, de denis gainty	Carlos Herold Junior, Rafael Augusto Marques dos Reis e Pedro Gabriel Gil Parizotto	2017	Pensar a Prática
Educação com jogos de oposição: uma análise sobre sua influência na motivação de alunos a virem a praticar lutas/esportes e combate	Marcelo Alberto de Oliveira e Sérgio Luiz Carlos Dos Santos	2017	Educação e linguagem
A inserção dos esportes de combate nas aulas de Educação Física escolar: uma visão atual	Wiliam Luis Costa de Oliveira, Roberto Carlos dos Santos, Marcio Vinicius de Abreu Verli, Marcelle Karyelle Montalvão Gomes, Raphael Benassi, Luis Carlos Oliveira Gonçalves e Aníbal Monteiro de Magalhães Neto	2017	Revista Panorâmica On-Line.
As lutas na Educação Física escolar a partir da percepção dos estudantes	Vinícius Salomão Rodrigues, Janilson de Assis Miranda, Jiuliano Carlos Lopes Mendes, Geraldo Magela Durães, Bruno Mendes Silva e Alex Sander Freitas	2017	RENEF
Percepção dos dirigentes das escolas do município de Jaguariúna sobre as lutas	Alba Iara Cae Rodrigues, Arlindo Antonio Baião Junior, Marcelo Moreira Antunes e José Julio Gavião de Almeida	2017	Journal of Physical Education
Possibilidades do ensino das lutas na escola: uma pesquisa-ação com professores de educação física	Bernhardt Hegele, Fernando Jaime González, Robson Machado Borges	2018	Caderno de Educação Física e esporte
A prática da arte marcial com crianças: um relato de experiência com ensino de jiu-jitsu no campus campina grande	Camila Aquino Leite, Amanda Rocha Santos, Ana Karolina Silva Santos, Victor Hugo Alexandre Nascimento, Washington Nascimento Silva e Adenilson Targino Araújo Júnior	2018	Revista Práxis: saberes da extensão
Artes marciais no IFPB	Samara Celestino dos Santos, Renato Breno Xavier de Oliveira, Matheus Moreira Luna, Cícero Tavares Cavalcanti, Raphael Henrique Falcão de Melo e Gertrudes Nunes de Mel	2018	Revista Práxis: saberes da extensão
Artes marciais na Educação Infantil: desafios e possibilidades	Leandro Pereira Araújo, Larissa Cerignoni Benites, Elisângela Venâncio Ananias e Viviane Preichardt Duek	2019	Revista Retratos da Escola
Lutas na Educação Física escolar: metodologia através dos parâmetros curriculares nacionais - PCNs	Jefferson Campos Lopes, Camilo Antonio Monteiro Bueno, Maria Luiza Salzani Fiorini e Daniel Martínez-Ávila	2019	Revista Brasileira Educação Física do Esporte
Ensinando lutas na escola: percepções e expectativas de dirigentes do ensino fundamental	Alba Iara Cae Rodrigues e Marcelo Moreira Antunes	2019	Revista Valore

<i>Title</i>	<i>Authors</i>	<i>Year</i>	<i>Journal</i>
Relato de experiência com o ensino de artes marciais na formação em Educação Física em Diamantina-MG	Gilbert de Oliveira Santos	2019	Revista de Educação
A percepção dos professores de Educação Física sobre o conteúdo lutas em suas aulas	Dágila Holanda Dias, Dionisio Leonel de Alencar e Luciano Uchôa Nunes Filho	2020	Lecturas: Educación Física y deportes
Luta pelas lutas como prática pedagógica crítica na Educação Física escolar: sem round	Uirá de Siqueira Farias, Daniel Teixeira Maldonado, Valdilene Aline Nogueira e Graciele Massoli Rodrigues	2020	Rev. Ed. Popular
Jogo como estratégia de ensino Tematizando a prática de lutas na escola	Marcos Paulo Vaz de Campos Pereira, Alexandra Folle, Alcyane Marinho, Iris Dantas da Mota e Gelcemar Oliveira Farias.	2020	Revista Retratos da Escola

Chart 1. Selected articles

Source: Authors

It was possible to observe a predominance of articles published by authors from the South and Southeast regions of Brazil, mainly from the State of São Paulo (n=12). Of the 38 articles, 23 were from these locations. While the other studies are divided, respectively, into the Northeast (n=9), Midwest (n=3) and North (n=1) regions. Two articles were produced by authors who were in Portugal, but dealt with the Brazilian reality. The recognized regional inequality in scientific production in the Brazilian reality also applies to articles about combat sports and school.

The next step was to search, describe and quantify specific data: journal and year of publication, methodological procedures, fighting modalities, and school years/stages. Then, it was used in the content analysis¹⁹, in the steps of pre-analysis, codification and categorization of the material. This process, carried out in a handmade and meticulous way, and after group discussions, resulted in four empirical-analytical categories: 1) Spatial and sociocultural aspects; 2) Technologies/media; 3) Physical Education Curriculum (content, culture, documents); and 4) Pedagogical Practice (methodology, previous experiences, content dimensions, activities, prejudice - gender, sexuality, violence), which organize the discussion of the text.

Results and discussion

Descriptive analysis

The documentary corpus comes from several scientific journals that deal with pertinent themes linked to the teaching of fights in schools. Among the publications, the most repeated journals are: *Pensar a Prática* (3), *Conexões* (2), *Motrivivência* (2) and *Cadernos de Formação RBCE* (2). The highest number of articles were published in 2015 (8) and 2017 (6). After that, there has been a reduction in the production of studies on the content in question in school Physical Education.

Regarding the materials and methods, 18 articles stand out with descriptive methodologies of a bibliographic and theoretical nature; 13 articles used a research method pedagogical proposal and/or action-research, with an intervention character; while 7 articles were experiences reports.

With regard to the division by modalities, the most repeated ones were: judo (13); karate (9); capoeira (8); jiu-jitsu (6); boxing (4); fencing (3) and MMA (2). Also, several articles (23) dealt with the theme of fights in general, that is, they did not specify any modality. In these cases, the authors' concern with presenting fighting content in schools was noticed, regardless

of any specific modality, or perhaps through a didactic-methodological strategy, as already mentioned, to overcome the difficulty of applying fights in schools.

Finally, concerning school years, the most mentioned was Elementary School (15), followed by High School (8), and there was also a study involving Childhood Education. Another 9 studies alluded directly to teachers/coordinators, pointing out ways to help in the pedagogical treatment of fights. Moreover, some articles did not refer directly to school years or teachers, but dealt with fights in schools in general (5). It is observed that the studies are more directed towards a younger audience, in Elementary School, and less frequently in High School, perhaps due to the difficulty in presenting content that is new and different from that already seen in Physical Education.

Content analysis

Frame 2 presents the four categories built from the analysis of the selected articles, and brings the most used expressions in the studies that represent that category.

Chart 2. Analytical categories of the selected articles.

<i>Categories</i>	<i>Articles (n)</i>	<i>General Expressions</i>
Spaces and sociocultural aspects	17	Different social contexts; social classes; lack of places; possibility of materials; Brazilian reality.
Technologies and media	08	Media influence; films and games; television; radio; Internet; acceptance and commercialization; product/spectacle;
Physical Education curriculum	31	Contents; interdisciplinarity; culture; bodily manifestation; documents; teachers;
Pedagogical practice	29	Methodologies; experiences; content dimensions; activities; prejudices and violence; ethical values.

Chart 2. Analytical categories of the selected articles

Source: Authors

Space and sociocultural aspects

In this category, we found 17 articles addressing the spaces and sociocultural aspects related to fights in the school context. Among these, 6 articles^{4,5,7,10,20,21} point out, as restrictive factors for addressing fighting content in schools, lack of infrastructure, of adequate space, scarcity of materials and appropriate clothing to be provided to students.

Both the lack of materials and infrastructure issues are listed by Camargo et al.⁴, Fonseca et al.⁷, Mazini Filho et al.⁵, Rufino and Darido⁶ in their studies, which interviewed teachers about the pedagogical practice of fighting content, with the most common arguments to justify the non-insertion of fights in schools referring to these issues. However, Rufino and Darido⁶ mention that it is possible to overcome these difficulties by adapting places and materials, thus allowing for fighting content to be introduced in a safe way and in accordance with the school.

As an important element of bodily culture, fights are seen by students only as about learning techniques and blows from specific modalities, health, self-defence and self-control, also related to acts of violence^{22,23}. Nonetheless, considering the whole discussion and its applicability, fights need to be understood from the search for historical survival, passing through social, affective, religious, political and economic spheres, to a form of language transmitted on over the years²³. According to Correia²⁴, fights, martial arts and combat sports are important practices both in the social and school spheres, which thus justifies the interest in

fighting content, in its social impacts. Lopes and Kerr¹¹ consider Physical Education classes as an adequate time and space to re-signify fights and all their complexity, enabling experiences around moving. Silva et al.²³ expose in their research the social-affective benefits that can be derived from addressing fights in physical education classes, such as self-control, reduction of violence processes, also encouraging the fight against any type of prejudice and racial, cultural and gender discrimination.

According to the reflections raised in the studies, the approach to fighting content in schools is still incipient, even with teachers considering the importance of using fights as content in their classes⁴.

Technologies/media

The technologies/media category was composed of 08 studies^{4,8-11,21,24,25} that mentioned how using technologies and media can be an alternative for inserting fights in school Physical Education. The production emphasizes that the term media is related to films, programs broadcast on TV, cartoons and games. Thus, while transmitting a distorted view of fights by associating them with violence, they can also serve as a resource for applying the content to school Physical Education.

According to Leite et al.¹⁰, fights are exposed by the media, films, cartoons and TV programs in an erroneous, hasty and negative way, as they are transmitted as aggressive content and situations of conflict that can justify indiscipline behaviour. In this sense, Ueno and Souza⁸ report the influence of the media and of the sportization process of fights based on films and games. Fights are in the entertainment market and are currently watched by thousands of people, which contributes to be associated with the concept of violence, and not as school content.

It is the teacher's role to demystify this understanding and work on the pedagogical proposal ideas that oppose this thought, showing that fights, if properly approached, can pass on ethical values, discipline and, especially, bodily notions. For Cazetto²⁵, digital technologies have been changing and will still largely change the world, and the formation of individuals is not detached from this scenario. This experience report shows that technologies are poorly explored and can be an aid in teaching practice, from emails to videos. Fernando²⁶ states that school Physical Education contains an array of contents, skills and abilities that are as important to be developed as other school subjects, and that can be enriched in the construction of students' knowledge, with the help of different technologies, such as computer, radio, television, the internet and their possibilities of use, all linked to each other. Since technology is present in the lives of most students, it could be a major assistance if teachers used it in their pedagogical practice, both for the purpose of recognizing objects when, for example, watching videos and reading texts; and in the pedagogical strategies of construction of videos and media by students, as suggested by Cazetto²⁵.

Physical Education curriculum (content, culture, documents)

The category called Physical Education curriculum consists of 38 articles, which, in a way, address issues referring to the Physical Education curriculum, whether in relation to content, culture, documents or teachers. Regarding content, the selected articles address issues of interdisciplinarity, concepts, conceptions, rules, techniques, teaching, knowledge, history and creativity about fighting. It is observed that the authors are concerned with thematizing fights, explaining the importance of presenting the content, as well as their peculiarities, rules and techniques, in order to then show their difficulties in depth.

Lima Junior and Chaves Junior¹³ discuss the possibilities of inserting fighting content in schools, avoiding the sport-oriented bias. In addition to addressing matters concerning fighting content, the authors also anchored the ideas pointed out to the bodily culture of movement, when it came to the physical abilities involved in the physical act of fighting, such

as motor skills, repertoires and motor gestures, bodily manifestations and psychomotricity. The focus was more on the physical competences required in fighting, where there is an evident concern with bodily culture, as a way of preparing students or teachers for the teaching of fights in schools. According to Leite et al.¹⁰, there is a lack when it comes to the teaching of this component of bodily culture in schools, emphasizing how insufficient the teaching of fights in schools is. While Leite et al.²⁷ reinforce that there is a corporal practice for both students and teachers recognizing that the extension [fighting project] proposed to the students contributes in the improvement of their corporal culture repertoire, in a playful and disciplinary manner.

Only five studies^{5, 10, 27-29} referred to legitimate documents addressing combat content from some official documents such as^{1,2,3}, Curricular Matrix and school pedagogical models. It is observed in the studies that a minority resorts to some document for support, perhaps this is one of the reasons for the weak presence of the theme in schools, since teachers do not have the support of any official document. The authors exemplify that documents such as PCNs and CBCs are strong allies in helping to apply the content.

Regarding teachers, several studies listed teacher's strategies and approaches for teaching fights, as well as the difficulties they face with regard to not teaching them as well. About the proposals for improvement strategies aimed at teacher training, the most mentioned were: specialty, knowledge acquisition, attention and anticipation of situations, continuing education, enhancement, technical mastery, deepening of contents. Among the difficulties, the most discussed were lack of adequate teacher training, motivation, instruction, qualification, insufficient workload, insecurity, little information, lack of knowledge, and deficient training.

That is, there is a great concern in relation to teachers, as they are responsible for the proper teaching of fights in schools, so they must be prepared, trained and motivated, which is known to not occur, as there is no adequate training for teaching fights. The study conducted by Silva et al.²³ aimed to understand the perception of teachers about the application of fighting content in schools, stressing that most of them had the experience only in college and use the PCN as support, complying with the minimum requested. According to the reflections raised in the studies, the approach to fighting content in schools is still incipient, even with teachers considering the importance of using fights as content in their classes⁴. Agreeing on this statement, some authors^{4, 6, 9} point out as determining factors for the non-inclusion of fights in Physical Education classes the teacher's insecurity due to a lack of academic basis and/or personal and professional experience with practice in the specific field.

Pedagogical practice

Within the pedagogical practice category, we listed expressions that involve more specific issues observed in the studies, namely: methodologies; experiences; content dimensions, activities, and prejudices regarding gender and violence (still related to fights). As for the addressed methodologies, 20 articles relate the pedagogical aspects and present reflections on methodological procedures for teaching fights^{4-9,11,12,21,23-26,28,30-35}. The authors propose approaches referring to the teaching of fights, in which some discuss the process of thematization of fights through games, in a playful and recreational manner. Others exemplify ways of including and introducing the content, in a general way, considering historical and cultural aspects, as well as different strategies and teaching materials.

It is known that some of the difficulties in introducing fights as content in schools are lack of material and lack of experiences on the part of teachers, so it is important to emphasize the methodological processes, and these selected studies are attuned to these thoughts, exemplifying methodologies, such as the three content dimensions (conceptual, procedural and attitudinal) and fighting games^{6,11-13,24,35}, to be analyzed and applied. For Camargo et al.⁴, teachers use a huge variety of methods, such as research, lectures, film analysis, addressing the cultural aspects of the fight in question, alternating with curiosities, information about the

places of origin of the fights, regional culture, philosophies, experiences that students already bring from home, or contact with people who practice some modality, with each teacher following their own line of action, based on the context in which they are inserted, seeking to reach their students as comprehensively as possible. Although there are several pedagogical methods when it comes to the process of teaching fights in schools, experiences with the theme are still scarce. Lima Junior and Chaves Junior¹³ and Maldonado and Bocchini²⁰ evidenced in their studies that students, for the most part, have never had practical and theoretical contact with fights, both in their daily lives and in the school environment, prior to the interventions carried out.

In contrast, Lage et al.³⁰ sought to understand the phenomenon of fights, by means of interviews, in the school context, specifically from the perspective of students, and reported that, despite having little or no contact with fighting, some of the young individuals interviewed showed interest in the content, seeking to practice outside the school environment, or even playing during Physical Education classes. As for the teachers, their limited experience with fights was exposed as well, which is one of the difficulties pointed out, thus influencing the selection of contents that will be worked on in Physical Education classes.

Among pedagogical practices, the content-dimensions subject stands out in school Physical Education. Some authors mention in their studies how it is possible to address fights from the three content dimensions, thus developing students capable of being critical and interacting in society. For Chaves et al.²⁸ it is possible to provide students with amplified and critical knowledge, including the three dimensions, always respecting the individuality of each student, who executes blows and defense actions in different ways and moves according to their motor, cultural and life repertoire.

In Maldonado and Bocchini²⁰, the objective of the study was to thematize one of the contents of the bodily culture of movement (fighting), based on the three content dimensions, with the intention of forming students, critical citizens that participate in contemporary society. For both Chaves et al.²⁸ and Maldonado and Bocchini²⁰, addressing the three content dimensions are essential for students to learn about the historical concepts, rules, physical capacity that bodily practices require (conceptual dimension), experiencing some modalities, experimenting with blows, defenses (procedural dimension), and working on values such as respect for others, recognizing prejudiced attitudes and reflecting on the paradigms relating the school practice of fights and violence (attitudinal dimension). The analysis shows that there is no way to work on the content dimensions separately, which, however, does not prevent one from giving more emphasis to a certain dimension.

Some articles mention that, when it comes to fighting content, there is a concern with how to approach the matter and how to do this even when teachers do not have specific training, infrastructure, or despite any factor that hinders the activities. In the study by Mazini Filho et al.⁵, teachers were inquired about the possibilities of working on fights during Physical Education classes, and most of them stated that it was possible, despite not having adequate space and, to do so, applied playful activities. A small portion of the teachers claimed not to have the physical conditions for these classes. The authors of this study understand that fighting content has been inadequately addressed and often not even put into practice; specific professional training is needed in this area of intervention, associated with studies relevant to the content, which can be assisted by the Parâmetros Nacionais Curriculares (National Curricular Parameters) and Conteúdo Básico Comum (Common Basic Content), reinforcing the teaching of fights in school Physical Education. For Lopes and Kerr¹¹, in their turn, fighting games become a possibility of including fights in the school environment, as the games would make students experience the activities, recognize the fight taught, and form an opinion based on the knowledge acquired. Engaging in activities can improve their bodily-culture repertoire in a playful and disciplinary manner.

Another issue related to the pedagogical practice of fights is the prejudice that causes fights not to be taught in schools. Some authors highlight stereotypes often linked to the relationship between fights and violence, being considered by some teachers as inadequate school content and/or as something that can lead to violence.

As for the gender issues associated with fights, Ueno and Souza⁸ discuss them with the students and, from the students' perspective, there is a consensus that this modality is more focused on the male sex, as the fights are related to the transformation of the boy into a man, thus, the participation of girls in fighting classes is small.

When referring to a man's virility and masculinity, it makes him capable of disregarding pain and having control over his body due to his biotype. However, the study observed that female students themselves refused to take the classes and claimed it to be a boy's activity, strongly associating aggressiveness with men. This behavior can be explained by a historical construction based on patriarchy, and is related to the social factor in which it is inserted, because in a patriarchal structure in which men are educated in accordance with more aggressive behaviors and are accepted, the opposite goes to women. And this is evident in the early years of the Olympic Games, in which the participation of women was not allowed³⁶.

Another point much discussed in the thematization of fights is their frequent association with violence; it is emphasized that the classes would make students more aggressive, or that the techniques learned could be applied in out-of-context moments. Among the selected studies, 14 of them^{4,7-9,11,13,21,24-27,31,34,35} deepen these associations between fights and violence. Upon analysis, it is possible to observe that the authors use different expressions to make this comparison, including brutality, aggressiveness, street fights, violent behavior, war, dangerous duel, and that in the texts in general, this association is strongly used by parents and community. According to Araújo³⁴ these people relate fighting as a stimulus for generating violence, and by being a practitioner of a fight modality, a person becomes violent.

Also in this category, 10 articles^{8,9,12,21,24,35,37-40} highlighted in their texts that the inclusion of fights in school Physical Education can be an ally in the construction of ethical values. Oliveira et al.³² evidence some ethical values, namely: self-control, improved self-esteem, emotional control, discipline, respect, and overcoming of limits. The teaching of fights in the school environment can be an ally in the construction of critical citizens who respect others in the social setting. In the study conducted by Ueno and Souza⁸, it is observed that some fights/martial arts are traditionally accompanied by a philosophy, generally based on principles of non-aggression and respect for others, with these principles and religiosity present in these practices being constituent elements of an ideal of morality and of a self-controlled conduct. It can be stated that, with a teaching practice based on the three content dimensions, there can be an understanding of the values and principles that fighting teaching can transmit.

Conclusion

The production of this review article is based on inquiries about the approach to fighting content in school Physical Education, on how the theme is seen within the school setting, its tensions and which tools have helped in this teaching process. Among the problems, the most evidenced are lack of structure, prejudice for fights being linked to representations of violence, and lack of teacher training.

Concerning the possibilities of thematizing fights as school content, the authors talk about proposals of adaptation and innovation for its teaching; suggestions as using textbooks/teaching materials, and proposals of methods for applying fights in a playful way through fighting games, as well as continuing education, are presented possibilities that may contribute to a more effective presence and to the process of acceptance of fights in the school context.

The approach to fighting content in schools is still incipient, with the teacher's insecurity being a preponderant factor for the non-development in Physical Education classes. The lack of academic basis and personal and professional experience with the practice in this specific area explains this insecurity and the fact that fighting content is not used.

In this way, we identified the need to create materials and methodologies that help in the pedagogical treatment of fighting content because, even if teachers have no training and/or experience, they may use this content and its benefits, as well as be provided with assistance through and for new technologies.

Furthermore, we emphasize the importance of more studies about this theme, insofar as the pedagogical practice based on the incipient work of reflections on the theme hinders the teaching action. This difficulty of action is very dangerous, as it makes physical, psychological and cultural development impossible for students. In this way, if we want a plural, inclusive school physical education supported by consistent reflections and actions, the teaching of fights must be one of the main themes in academic composites.

References

1. Brasil, Ministério da Educação [Internet]. Lei de Diretrizes e Bases da Educação Nacional. Brasília, 1996. [acesso 14 jun. 2021]. Disponível em: http://www.planalto.gov.br/ccivil_03/leis/19394.html
2. Brasil. Ministério da Educação. Base Nacional Comum Curricular. Brasília: MEC, 2018. [acesso 14 jun. 2021]. Disponível em: <http://basenacionalcomum.mec.gov.br/>
3. Brasil, Parâmetros Curriculares Nacionais. Ciências Humanas e suas tecnologias. Brasília: MEC, 1998. BRASIL, Parâmetros Curriculares Nacionais. [acesso 14 jun. 2021]. Disponível em: <http://portal.mec.gov.br/programa-saude-da-escola/195-secretarias-112877938/seb-educacao-basica-2007048997/12598-publicacoes-sp-265002211>
4. Camargo JL, Marcondes F, Deisy Guralecka J. Metodologia do ensino do conteúdo de lutas de 5a a 8a série em escolas estaduais de Guarapuava-PR. *Revista Polidisciplinar*. 2013;5(02). [acesso em 18 jul. 2022]. Disponível em: <http://www.revistavoos.com.br/seer/index.php/voos/article/viewArticle/345>
5. Mazini Filho ML, Simões MR, Venturini GRO, Savóia RP, Mattos DG, Aidar FJ, Costa SP. O ensino de lutas nas aulas de educação física escolar. *Cinergis*. 2014; 15(4):176-181. DOI: <https://doi.org/10.17058/cinergis.v15i4.5264>
6. Rufino LGB, Darido SC. Rufino LGB, Darido SC. O ensino das lutas nas aulas de educação física: análise da prática pedagógica à luz de especialistas. *J Phys Educ* 2015;26:505–18. DOI: <https://doi.org/10.4025/reveducfis.v26i4.26441>
7. Fonseca JMC, Franchini E, Del Vecchio FB. 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 Prát* 2013;16(2). DOI: <https://doi.org/10.5216/rpp.v16i2.17221>
8. Ueno VLF, Souza MF. Agressividade, violência e budo: temas da Educação Física em uma escola estadual em Goiânia. *Pensar a Prát* 2014;17(4). DOI: <https://doi.org/10.5216/rpp.v17i4.29540>
9. Moreira LR, Maroun K. Práticas educativas desenvolvidas pelo discente de educação física: o conteúdo lutas na escola. *Rev Est Pesq Educ* 2014;16(2). [acesso em 18 jul. 2022]. Disponível em: <https://periodicos.ufjf.br/index.php/revistainstrumento/article/view/18909>
10. Leite F, Silva Borges R, Lorrán VDT. A utilização das lutas enquanto conteúdo da educação física escolar nas escolas estaduais de Araguaína-TO. *Rev Cient do ITPAC* 2012;5(3). [acesso em 18 jul. 2022]. Disponível em: <https://revista.unitpac.com.br/index.php/itpac/issue/archive/2>
11. Lopes RGB, Kerr TO. O ensino das lutas na Educação Física escolar: uma experiência no ensino fundamental. *Motrivivência* 2015;27(45):262-279. DOI: <https://doi.org/10.5007/2175-8042.2015v27n45p262>
12. Cirino C, Pereira MPVC, Scaglia AJ. Sistematização dos conteúdos das lutas para o ensino fundamental: uma proposta de ensino pautada nos jogos. *Rev Min de Educ Fís. Viçosa* 2013;ed.esp.:221-227. [acesso em 18 jul. 2022]. Disponível em: https://www.researchgate.net/publication/314571375_SISTEMATIZACAO_DOS_CONTEUDOS_DA_S_LUTAS_PARA_O_ENSINO_FUNDAMENTAL_uma_proposta_de_ensino_pautada_nos_jogos
13. Lima Junior HC, Chaves Junior SR. Possibilidades das lutas como conteúdo na Educação Física escolas: o enfrentamento de uma abordagem pedagógica com alunos de 6a série em um colégio estadual do município de Guarapuava-PR. *Cadernos de Formação RBCE* 2011:69-80. [acesso em 18 jul. 2022]. Disponível em: <http://revista.cbce.org.br/index.php/cadernos/article/view/1209>

14. Costa AV, Lage V, Safons M, Costa FR. Desafios para o ensino das lutas na escola. Desafios para o ensino das lutas na escola: um panorama a partir da base de dados do portal de periódicos da capes. *Cadernos de Formação RBCE* 2019;44-56. [acesso em 18 jul. 2022]. Disponível: <http://revista.cbce.org.br/index.php/cadernos/article/view/2346/1307>
15. Almeida DL. Graduação em ensino superior nas artes marciais. *Rev Car de Educ Fís* 2019;14. [acesso em 18 jul. 2022]. Disponível em: <https://revistacarioca.com.br/revistacarioca/article/view/74>
16. Pereira MPVZ, Cirino C, Corrêa AO, Farias GO. Lutas nas escolas: sistematização do conteúdo por meio da rede dos jogos de lutas. *Conexões: Educ Fís., Esporte e Saúde* 2017;15(3):338-348. DOI: <https://doi.org/10.20396/conex.v15i3.8648512>
17. Lakatos EV, Marconi MA. Fundamentos de metodologia científica. 5. Ed. São Paulo: Atlas; 2003.
18. Vosgerau DSR, Romanowski JP. Estudos de revisão: implicações conceituais e metodológicas. *Rev Diálogo Educ* 2014;14(41):165-190. DOI: <https://doi.org/10.7213/dialogo.educ.14.041.DS08>
19. Bardin L. Análise de conteúdo. Tradução: Luís Augusto Pinheiro. São Paulo: Edições 70; 2016.
20. Maldonado DT, Bocchini D. As três dimensões do conteúdo na educação física: tematizando as lutas na escola pública. *Conexões* 2013;11(4):195-211. DOI: <https://doi.org/10.20396/conex.v11i4.8637599>
21. Matos JAB, Hirama LK, Galatti LR, Montagner PC. A presença/ausência do conteúdo das lutas na Educação Física escolar: identifica desafios e propondo sugestões. *Conexões* 2015;13(2):117-135. DOI: <https://doi.org/10.20396/conex.v13i2.8640658>
22. Silvestre AJ, Lage V, Rodrigo DA SILVA, Progiante FA, Silva JVI, Monteiro L. As lutas na educação física escolar: perspectivas de Catanduva e região. *Corpo e Movimento* 2016;7(1):9-16.
23. Silva CN de O, Nascimento TE do, Ferreira RCB. Sistematização do conteúdo luta nas aulas de educação física: O judô como possibilidade na prática pedagógica. *Cadernos de Estudos e Pesquisa na Educação Básica* 2015;1(1):120-34. [acesso em 18 jul. 2022]. Disponível em: <https://periodicos.ufpe.br/revistas/cadernoscap/article/view/14997/17832>
24. Correia, WR. Educação Física Escolar e artes marciais: entre o combate e o debate. *Rev Bras Educ Fís Esp* 2015;29(2):337-44. DOI: <http://dx.doi.org/10.1590/1807-55092015000200337>
25. Cazetto FF. Jiu-Jitsu brasileiro e vale-tudo: o uso de novas tecnologias no ensino de lutas e artes Marciais. *Motrivivência* 2010;34:223-230. DOI: <https://doi.org/10.5007/2175-8042.2010n34p223>
26. Fernando A [Internet]. As tecnologias nas aulas de Educação Física Escolar. 2017. [acesso em 18 jul. 2022] Disponível em: <https://educacaopublica.cecierj.edu.br/artigos/17/1/as-tecnologias-nas-aulas-de-educao-fsica-escolar>
27. Leite CA, Santos AR, Santos AKS, Nascimento VHA, Silva WN, Jr Araújo AT. A prática da arte marcial com crianças: um relato de experiência com ensino de jiu-jitsu no campus Campina Grande. *Rev Práxis: saberes da extensão* 2018;6(12):78-85. DOI: <http://dx.doi.org/10.18265/2318-23692018v6n12p78-85>
28. Chaves PN, Silva IL, Medeiros RMN. Lutas na Educação Física escolar: uma experiência no ensino médio. *Cadernos de Formação RBCE* 2014:80-91. [acesso em 18 jul. 2022]. Disponível em: <http://revista.cbce.org.br/index.php/cadernos/article/view/2011/1023>
29. Santos GO. Relato de experiência com o ensino de artes marciais na formação em Educação Física em Diamantina-MG. *Horizontes - Rev Educ* 2019;229-245. DOI: <https://doi.org/10.30612/hre.v7i14.9313>
30. Lage V, Silvestre AJ, Silva DR, Progiante FA, Silva JVI, Monteiro L. As lutas na Educação Física escolar: perspectivas discentes de Catanduva e região. *Corpo e Movimento Educação Física* 2016;7:09-16.
31. Rodrigues VS, Miranda JA, Mendes JCL, Durães GM, Silva BM, Freitas AS. As lutas na Educação Física escolar a partir da percepção dos estudantes. *RENEF* 2017;7(10):2-9. DOI: <https://doi.org/10.35258/rn2017071000006>
32. Oliveira WLC, Santos RC, Verli MVA, Gomes MKM, Benassi R, Gonçalves LCO, Neto AMM. A inserção dos esportes de combate nas aulas de educação física escolar: uma visão atual. *Rev Pan Online* 2017;22:93-106. [acesso 14 jun. 2022]. Disponível em: <https://periodicoscientificos.ufmt.br/revistapanoramica/index.php/revistapanoramica/article/view/690>
33. Oliveira MA, Santos SLC. Educação com jogos de oposição: uma análise sobre sua influência na motivação de alunos a virem a praticar lutas/esportes de combate. *Educação e linguagem* 2017;20(2):95-105. DOI: <https://doi.org/10.15603/2176-1043/el.v20n2p95-105>
34. Araújo LP, Benites LC, Ananias EV, Duek VP. Artes marciais na educação infantil: desafios e possibilidades. *Rev Ret da Esc* 2019;13(26):555-565. DOI: <https://doi.org/10.22420/rde.v13i26.909>
35. Hegele B, González FJ, Borges RM. Possibilidades do ensino das lutas na escola: uma pesquisa-ação com professores de educação física. *Cad Educ Fís e Esporte* 2018;16: 99-107. DOI: <https://doi.org/10.36453/2318-5104.2018.v16.n1.p99>
36. Chiés PV. “Eis quem surge no estádio: é atalante!” a história das mulheres nos jogos gregos. *Movimento* 2006;12(3):99-121. DOI: <https://doi.org/10.22456/1982-8918.2911>

37. Pereira MPVC, Folle A, Marinho A, Mota ID, Farias GO. Jogo como estratégia de ensino: tematizando a prática de lutas na escola. *Rev Ret da Esc* 2020;14(28):207-221. DOI: <https://doi.org/10.22420/rde.v14i28.1030>
38. Rodrigues AIC, Antunes MM. Ensinando lutas na escola: percepção e expectativas de dirigentes do ensino fundamental. *Rev Valore* 2019;4(1):885–899. DOI: <https://doi.org/10.22408/reva412019288885-899>
39. Souza FP. Karate como prática pedagógica. *Rev Ev Pedag* 2016;7(3):1099-1116. [acesso 14 jun. 2022]. Disponível em: <https://periodicos.unemat.br/index.php/rebs/article/view/9895/6212>
40. Herold JC, Marques RRA, Parizotto PGG. As artes marciais e a educação na história: uma ponderação sobre martial arts and the body politic in meiji japan, de Denis Gainty. *Pensar a Prática* 2017;20(4). [acesso 14 jun. 2022]. Disponível em: <https://revistas.ufg.br/feff/article/view/42903>

ORCID:

Carla da Silva Ferreira: <https://orcid.org/0000-0001-5728-7071>

Nicole Marcell Nunes Cardoso: <https://orcid.org/0000-0001-5137-1950>

Tiele Neto Cardoso: <https://orcid.org/0000-0003-3152-0554>

Flávio Py Mariante Neto: <https://orcid.org/0000-0002-3240-9914>

Daniel Giordani Vasques: <https://orcid.org/0000-0001-8955-9676>

Editor: Carlos Herold Junior.

Received on Sep 11, 2022.

Reviewed on Mar 24, 2023.

Accepted on Apr 04, 2023.

Correspondence address: Carla da Silva Ferreira. Avenida General Flores da Cunha, 749 - casa 1, Bairro: Florida, RS, CEP 92727-380. E-mail: carla.sil.ferreira@hotmail.com