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THE IMPORTANCE OF MARTIAL ARTS IN KINDERGARTEN PHYSICAL EDUCATION IN THE AGE GROUP OF 05 TO 12 YEARS

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ABSTRACT

The purpose of this research was to describe the importance of martial arts in physical education as a form of affective socialization in education. This research is a bibliographical research, through study, with online searches in scientific publications and national journals. To make the fights per se be introduced as a teaching methodology in physical education for children between the ages of 5 and 12, in which modalities: judo, jiu-jitsu, sports wrestling, Wrestling, etc. important for children or students in early childhood education.

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INTRODUCTION

This article will present the Benefits of martial arts as a socio-affective tool in Early Childhood Education. It is presented in this study the importance of this sport in the development process, moral affective partner, in addition to guaranteeing physical and cooperative educational development, sport provides physical and mental challenges and contributes to social development. The physical education we want is quality, and as such, diversity is a key point in achieving this goal. In today's world, the dimension of multiple readings of reality and the consequent increase in the possibilities of communication and relationship between people are valued. In view of this aspect, the present article tries to understand how the teachers of this discipline are using the block of contents proposed in the National Curricular Parameters (PCN's) - Physical Education, as far as the practice of the struggles in the current context of the school physical education are concerned.

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In the World of fights, in Brazil, the practice of Martial Arts is being well developed and practiced everywhere by people in all age groups. In Amazonas not to be missed, it has been growing through the largest international martial arts events (UFC), in which the Amazonian athlete José Aldo jr stood out as the world champion of this event. And through it the sport has been growing in the Amazon. Therefore, the general objective is to introduce martial arts in Physical Education as a methodological teaching method for children in the age group of 05 to 12 years. The activities of recreational initiations, opposition games or adapted games so that the children impose themselves physically on the other, thus respecting the rules and above all ensuring their safety and that of the colleague, during the ludic activities directed to the struggles: as the fight of the saci-pererê, the fight of the uga-uga, the fight of the frog and the fight of the alligator, where everyone can develop their muscular abilities, preparing them for the practice of the fight, aiming at their growth of sport and improving the quality of life of the child in or out of school, thus increasing their self-esteem for their better performance in the classroom. The general characteristics of the martial art,

we can see that there is a basic sequence to be taught in the initiation of the Fight, starting from standing techniques, which are the projections and footprints both in the arm and neck, and make children, can assimilate these movements in a playful way, adapting the abilities according to the child's need so that he can facilitate the continuous progression of the movements in his daily life and have a rich experience in the movements in that phase.

According to the NCPs (Brazil, 1988), the objectives of the practice of school struggles are:

The student's understanding of the act of fighting (why fight, who to fight, against whom or against what to fight, understanding and living struggles in the school context (struggles X violence, living, moments for appreciation and reflection on the struggles and the media, analysis of the positive reality data of positive and negative relations with regard to the practice of fights and violence in adolescence (struggle as self-defense and not to "put up a fight").]

MATERIAL AND METHODS

Material: Fights as a tool in children's physical education. The school environment is the space that is the basis of formal education. In order to guarantee the fulfillment of all students' needs, different forms of work are proposed every day, always aiming at reaching the real needs of the school community. According to Oliveira (1986, p.106), "Physical Education can be considered Education, insofar as it recognizes the human being as the architect of oneself and of a better and more humane society, where it is not necessary to take advantage of everything ". Speaking in the discipline of Physical Education tells us to the professional who is responsible for their driving and with it a very varied range of information that the teacher needs to have in order to make their classes effective and consistent with the pressing needs of the school and the students. What was previously seen only as motor activity is now seen as pertinent to the body, movement, health, and well-being. This certainly brings numerous benefits to learners. In this context, the Physical Education professional is more focused on the real reasons for the execution of a given activity, than the simple execution of it, a fact that is reflected in his concern to be always updated and seeking new strategies to support his objectives. "On this Pellegrini (1988, p.254) emphasizes that: Physical Education, as a profession, must rely on professionals who not only have the ability to perform, but the ability to pass these skills on to other people with the goal of lead them to the full development of their capacities [...] ". When one arrives at a level of understanding about the importance of the struggles in the school curriculum, it is perceived that this content favors a reflection on violence in all instances, bringing to the school scope the responsibility of teaching students early on the rules and standards of conduct imposed by society. Studies on human development, and therefore, the teaching and learning processes have undergone significant changes over the years, where theories have been developed to try to understand a little more about how this process is consolidated in the lives of individuals (BEZERRA OLIVEIRA, 2018).

Concept of a somewhat broad struggle, but important for the same reason:

Fights are disputes in which the opponent(s) must be subjugated, through techniques and strategies of imbalance,

contusion, immobilization or exclusion of a certain space in the combination of actions of attack and defense. They are characterized by having specific regulations in order to punish acts of violence and disloyalty. The NCPs of Physical Education (1998, page 49). Including this content of the struggles in Physical Education is not to create soldiers fit to fight, but to provide students with cultural diversity, and the opportunity to experience something that overwhelmingly fascinates them, not to mention the motor benefits that Fights provide. "Alves Júnior (2001, 76) points out this in a unique way when he says that Physical Education becomes a discipline that will deal pedagogically with an area of knowledge called 'body culture', configured in the form of themes or of bodily activities. We must be aware that the physical activity of struggles is neither harmful nor virtuous in itself, it is transformed according to the context. The fight in the university, in the school, or in any other place, becomes what we do of it, and the competition, we would add, is not an imposition of this sport ". So, why not use this school space as a place of physical, cultural and social learning?

We intend to objectively investigate what teachers consider essential when conceptualizing the purpose of teaching Luta in a sequence and using methods that apply to the construction of the repertoire of their students in a sequential teaching logic, pointing out the technical skills in number, in that order and logic, pointing out concrete and essential aspects for its realization, its application aspects in function of space and time, which mirrors for us its conception and methodological orientation. When we think about several factors that influence the initiation of children in this practice, it is fundamental to appreciate psychosocial issues related to sports initiation and early specialization aiming at a better understanding of this phenomenon. There are also mediators for sports initiation, the family can be considered one of the main responsible for the initiation of the child in sports, sometimes all have the same goal of socializing their child due to the difficulty that the child has at home or at school. But it can also become a complication to remain in this practice because they end up leading to another worrying side that are the competitions and start demanding from their children the maximum of them in training and forget that they are only children and are there to improve their psychological capacity and thus a discouraging factor for life to psychomotor development. "Children, teenagers have contact with all this, being on television even in reality. Demonstrate to students the size of content that the struggles cover is the presentation of yet another contribution that man created and offered humanity "(COLETIVOS DE AUTORES 1992, 38).

It is up to the teachers to know how to present all this to them, contributing to their learning, and demonstrating what the struggles have to favor, we know that when the child enters the sport environment of any kind, she will submit to the tasks, will transmit to all involved, so it is extremely important that there is an interaction between student and teacher, to facilitate learning and that can contribute to their socialization. The sport is a great way for students to learn that life is not only about winning and that you can not always get everything you want. Sports put them in the face of defeat, which forces them to learn to overcome their frustrations (CAGIGAL, 1981, p. 203). Within the context, we have the duty to carry out activities that can stimulate the union of students, of Olympic Fight, among which are cooperative games, so that they can deal with situations where they can only perform their tasks if

there is a union between them, in that way will be worked on social interaction and teamwork. Sports activity can also be used as a way to channel the energy that many children have difficulty controlling, preventing them from depositing that vigor, natural to every child and every young person in the process of development, in inappropriate situations. Schools often have complaints about indiscipline, and it is not uncommon for practitioners to call such students hyperactive, thus adopting a "conception that understands school complaint as an individual problem, belonging to the child referred" (PROENÇA, 1997, p. 31). We know that within the sporting context there is a great facility for changing the child's social character, leading him to acquire a new posture in his behavior both in an area of struggle where he can have respect for everyone around him or in others places with at home with your family and at school. What makes the child to behave in sports is that whenever he starts his career as a sportsman he will have a reference, a person considered hero, who will serve as an example for him, so the role of the coach teacher is to convince that no one can be a champion, without first becoming a good citizen, and so when we achieve this goal, which is the true role of sports, that is, insert people into society, we can work with high income, otherwise we would be forming people of very bad nature, without respect for the society in which they live.

MATERIALS AND METHODS

The methodology applied to this work was through bibliographical research, qualitative, made in several scientific articles, with the theme of the martial arts as a socio - affective tool in the schools in the infantile education. It can be considered as the first step of all scientific research. According to Marconi and Lakatos (1992 page 43), "the bibliographical research is the survey of all the bibliography already published, in the form of books, magazines, separate publications and written press. Its purpose is to have the researcher directly contact all written material on a particular subject, assisting the scientist in the analysis of their research or in the manipulation of their information. The descriptive research aims to observe, record and analyze the phenomena without, however, entering into the merit of its content. In the descriptive research there is no interference of the researcher, who only tries to perceive, with the necessary care, the frequency with which the phenomenon happens. The type of research that is classified as "descriptive", has as its premise to seek problem solving by improving the practices through observation, analysis and objective descriptions, through interviews with experts for the standardization of techniques and validation of content (Thomas; Nelson; Silverman, 2007).

RESULTS AND DISCURSION

Through this research, it was possible to perceive that the martial arts, for children has a positive effect on the formation as a whole, both for its growth and development, when practiced and taught in a way to respect, the process of training each child. It is also of the utmost importance that the art teacher be trained in Physical Education to facilitate his / her way of elaborating his / her lesson plans and cannot confuse an auto-performance class with an initiation class or playful opposition games, planning has to be pedagogical, leading to the educational side, where he will be able to deal with various situations that will occur in his daily life in his classes, then he will put into practice his knowledge of his sports life with

those of the bibliographies specialized in struggles and development as well as contribute to the social formation of the child, and teach values that will contribute to the motor development of the child that will be a facilitator to meet the needs of movements. One of the objectives of the teacher's academic training is to improve the child's physical capacity, notions of temporal space, laterality, balance, and contribute to their educational training, also martial arts is a complement to physical ability and basic skills of pre-determined movements that contribute to the progression of basic skills, preparing this child to exceed their expectations within their own limits, not giving up on their ideals of life and causing them to create good manners of behavior and personal hygiene, to police themselves training schedules, how not to mess up, pay attention to what the teacher is teaching to know how to respect the training friends and develop the skills of pre-determined movements such as fighting techniques. Through adapted games where everyone can develop abilities as moral drivers and capacity that arouse interest in sports practice preparing for pre - sport, aiming at the growth of the sport and improving the quality of life of these students, being able to become a recognized athlete, already that it is about martial arts where there is a concept of moral, cultural and patriarchal values.

Conclusions

Throughout this work it was possible to perceive that fights (martial arts) is of great importance as an affective and cognitive partner in children's physical education. For children it has a positive effect on training as a whole, both for its growth and development, when practiced and taught in a way that respects the process of formation of each one. We conclude that by playing with the rules we can develop and stimulate the potential to reason and work together, preparing for the formation of their moral conduct, respecting the weak and helping in the tasks to complete the task, this help in working together and in the socialization. As scientific evidence. In addition to its benefits, we know a little of the history and culture of each one in the sport today, in which its benefits are to make the children live these experiences and transmit to their children and grandchildren, showing that the practice of martial arts can be made by any age group, that is, combat sports do not integrate the degrees of early childhood education, collaborating for a future with healthy children, away from drugs, violence and even better, becoming good citizens.

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