



**THE CURRENT REALITY OF THE INCLUSION OF FIGHT MODALITIES
IN SCHOOL PHYSICAL EDUCATION CLASSES IN THE MUNICIPALITY
OF BARRA DO GARÇAS-MT**

**A REALIDADE ATUAL DA INCLUSÃO DE MODALIDADES DE LUTA
NAS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR NO MUNICÍPIO DE
BARRA DO GARÇAS-MT**

**LA REALIDAD ACTUAL DE LA INCLUSIÓN DE MODALIDADES DE
LUCHA EN LAS CLASES DE EDUCACIÓN FÍSICA ESCOLAR EN EL
MUNICIPIO DE BARRA DO GARÇAS-MT**

Nádia Raquel Dutra de Moraes Mourão


<https://orcid.org/0000-0001-8911-5207> 


<http://lattes.cnpq.br/3157177000357057> 

Universidade Federal de Mato Grosso (Cuiabá, MT – Brasil)

nadiaealeks@hotmail.com

Paolla Shamara Rodrigues Lima e Coelho


<https://orcid.org/0000-0003-4887-9934> 


<https://lattes.cnpq.br/9102392475340546> 

Universidade Federal de Mato Grosso (Barra do Garças, MT – Brasil)

paollacoelho11@gmail.com

Márcio Vinícius de Abreu Verli


<https://orcid.org/0000-0003-3821-5675> 


<http://lattes.cnpq.br/1918761727720127> 

Universidade Federal de Mato Grosso (Barra do Garças, MT – Brasil)

marcioaverli@gmail.com

Luis Carlos Oliveira Gonçalves


<https://orcid.org/0000-0001-5368-1194> 


<http://lattes.cnpq.br/7324099711580259> 

Universidade Federal de Mato Grosso (Barra do Garças, MT – Brasil)

luisogoncalves@yahoo.com.br

Anibal Monteiro de Magalhães Neto

<https://orcid.org/0000-0002-1143-6008> 

<http://lattes.cnpq.br/5023174064373373> 

Universidade Federal de Mato Grosso (Barra do Garças, MT – Brasil)

professoranibal@yahoo.com.br

Abstract

Although the Physical Education curriculum in schools includes fights, they continue to receive little importance. This study sought to identify the current reality of the application of struggles in school Physical Education, in Barra do Garças-MT, bringing a comparison with the city of Rio de Janeiro-RJ. This is a primary observational and cross-sectional study with two forms of observation, descriptive and comparative, using an adapted questionnaire previously applied and validated in the city of Rio de Janeiro-RJ, consisting of 9 closed questions. Twelve Physical



Education professionals (4 women and 8 men) from public schools in Barra do Garças-MT were interviewed. The present study presents results that suggest that the non-inclusion of these contents is not due to the lack of interest of professionals or students, but to insufficient academic training. The fights must have the same importance as other contents of the curriculum of the Physical Education course, and the inclusion of this content is encouraged.

Keywords: Schoolchildren's Health; Curriculum; Teachers; Formation.

Resumo

Embora o currículo da Educação Física nas escolas inclua as lutas, elas continuam recebendo pouca importância. Este estudo buscou identificar a realidade atual da aplicação das lutas na Educação Física escolar, em Barra do Garças-MT, trazendo uma comparação com o município do Rio de Janeiro-RJ. Trata-se de um estudo primário observacional e transversal com duas formas de observação, descritiva e comparativa, utilizando questionário adaptado previamente aplicado e validado na cidade do Rio de Janeiro-RJ, composto por 9 questões fechadas. Foram entrevistados 12 profissionais de Educação Física (4 mulheres e 8 homens) de escolas públicas de Barra do Garças-MT. O presente estudo apresenta resultados que sugerem que a não inclusão desses conteúdos não se deve ao desinteresse dos profissionais ou alunos, mas sim, à formação acadêmica insuficiente. As lutas devem ter a mesma importância que outros conteúdos do currículo do curso de Educação Física, sendo estimulada a inclusão desse conteúdo.

Palavras-chave: Saúde da Criança em Idade Escolar; Currículo; Professores; Formação.

Resumen

Aunque el currículo de Educación Física en las escuelas incluye peleas, éstas continúan recibiendo poca importancia. Este estudio buscó identificar la realidad actual de la aplicación de las luchas en la Educación Física escolar, en Barra do Garças-MT, trayendo una comparación con la ciudad de Rio de Janeiro-RJ. Se trata de un estudio observacional primario y transversal con dos formas de observación, descriptiva y comparativa, utilizando un cuestionario adaptado previamente aplicado y validado en la ciudad de Rio de Janeiro-RJ, compuesto por 9 preguntas cerradas. Fueron entrevistados doce profesionales de Educación Física (4 mujeres y 8 hombres) de escuelas públicas de Barra do Garças-MT. El presente estudio presenta resultados que sugieren que la no inclusión de estos contenidos no se debe a la falta de interés de los profesionales o estudiantes, sino a una formación académica insuficiente. Las peleas deben tener la misma importancia que otros contenidos del currículo de la asignatura de Educación Física, y se fomenta la inclusión de este contenido.

Palabras clave: Salud de los Escolares; Reanudar; Maestros; Formación.

INTRODUCTION

Although the existing curriculum and plans for the Physical Education discipline in schools include the thematic axis of fight modalities, and being the current proposal of the common national curriculum base (BNCC) indicating that the teaching and learning of struggles are processes of paramount importance where topics such as cultural dynamics and their historical, sociological, political, economic demands, among others, of struggles in the Brazil and the struggles in the world (ALMEIDA et al., 2021), they still do not receive due importance by teachers and managers of all levels and spheres of government.

Based on the answers obtained by Oliveira and collaborators (2017) in the City of Rio de Janeiro, it is clear that the content that addresses fight modalities is still little used in school Physical Education classes, especially due to the lack of preparation and knowledge of teachers to deal with this thematic. According to Rufino and Darido (2015), the main restrictive factor found for the little use of fights in Physical Education classes comes from the deficient initial training of teachers. The authors also add that many undergraduate courses in Physical





Education still do not have the fight subjects in their curricula, and when they do, they are specific fight modalities, which add little to the pedagogical practice of the same.

Oliveira and collaborators (2017) highlight that these findings reveal the need for better teacher training on the aforementioned theme, greater appreciation by school management and school administrators, and effective insertion in classes, consisting of a greater course load and predetermined development criteria.

This object of knowledge is included among important axes of Physical Education in school, such as: Dance, Gymnastics, Sports, Fights, Matches, Games, and bodily practices of adventure, aiming to provide knowledge of cognitive and motor, social and affective body culture, as described (BRASIL, 1998).

Bringing reflections on this issue, mainly through academic productions, studies and research addressing this topic are very relevant, not only to motivate educators to use these studies, but also aimed at students who can appropriate knowledge through the content of fights and martial arts, body culture movements, and the inclusion of moral and ethical values included in the application of these modalities. Many benefits of fights in Physical Education classes are already known, such as combating sedentary lifestyle (FREITAS, 2021), increased flexibility (OLIVEIRA et al., 2021), self-control, reduction of violence processes, also stimulating the fight against any type of racial, cultural and gender prejudice and discrimination (SILVA et al., 2015; CORSO; ANTUNES, 2021).

Thus, the present study seeks to identify the current reality of the application of fight modalities in school Physical Education classes, in the Municipality of Barra do Garças-MT, using as a tool an adapted questionnaire previously applied in the Municipality of Rio de Janeiro (OLIVEIRA et al., 2017). Based on these data we can make a comparison of the reality of the two Municipalities.

MATERIALS & METHODS

This is a primary, cross-sectional observational study with two forms of observation, descriptive and comparative, already reported in the literature for studies with teachers (VERLI et al., 2021b), following the model used and described by Oliveira and collaborators (2017). The tool used was a questionnaire, previously validated and used to verify the reality of the Municipality of Rio de Janeiro by Oliveira and collaborators (2017).





The sample consisted of 12 teachers (4 women and 8 men) from public schools in the municipality of Barra do Garças-MT. First, visits were scheduled with the school coordination to apply the questionnaires. After the release with the coordination, and at the time indicated by the same, the teacher was visited during his work schedule. The teachers were presented with the questionnaire that contains 9 questions with closed questions, where they should mark one of the answer options. The reading was done with the teacher, and the teacher answered alone, without interference from the evaluator.

Questionnaire applied and possible answers:

1 – Do you use fight modalities in your school Physical Education classes?

Yes; no.

2 – If the previous answer is yes, how?

Theory and practice; theory only; others.

3 – If the answer is no, why not?

You don't have enough knowledge; another motive.

4 – If you do use fight modalities, what is the frequency within the school year?

1 Bimester; other.

5 – Which fight modality is applied as a basis?

Impact fights (Karate, taekwondo, Muay thai); capoeira; projection fights (judo, Jiu-jitsu, Olympic fights); others.

6 – Do you think you have enough knowledge for this practice, acquired during your training?

Yes; no.

7 – Do you have specific training in fight modalities, being graduated in fights?

Yes; no.

8 – Do you understand that the application of fight modalities is relevant to the training of students?

Yes; no.

9 – In your opinion, what are the benefits of the inclusion of fight modalities in Physical Education classes?

Discipline and respect; Self control; Emotional control; Physical conditioning and overcoming limits; Concentration; Companionship; Autonomy; Knowledge, and self-esteem; There are no benefits.





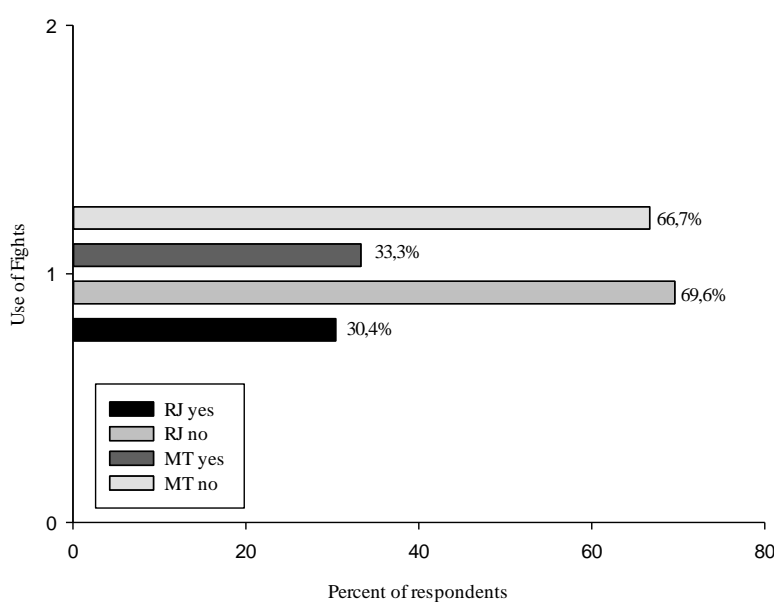
10 – What is the percentage of participation in classes containing fight modalities?
Up to 50%; Up to 75%.

The Sigma Plot version 12.0 was used to make the graphs, where the averages were calculated for each question of the questionnaire applied in the present study. The graphs were made bringing a comparison between the averages found in the present study and the averages found in a study by Oliveira and collaborators (2017).

RESULTS

The graphs present the answers to the questions listed in the methods, using the data from the present study (Barra do Garças-MT) and the data from the study used as a methodological reference (Rio de Janeiro-RJ).

Figure 1 – Data referring to the use of fight modalities in school physical education classes

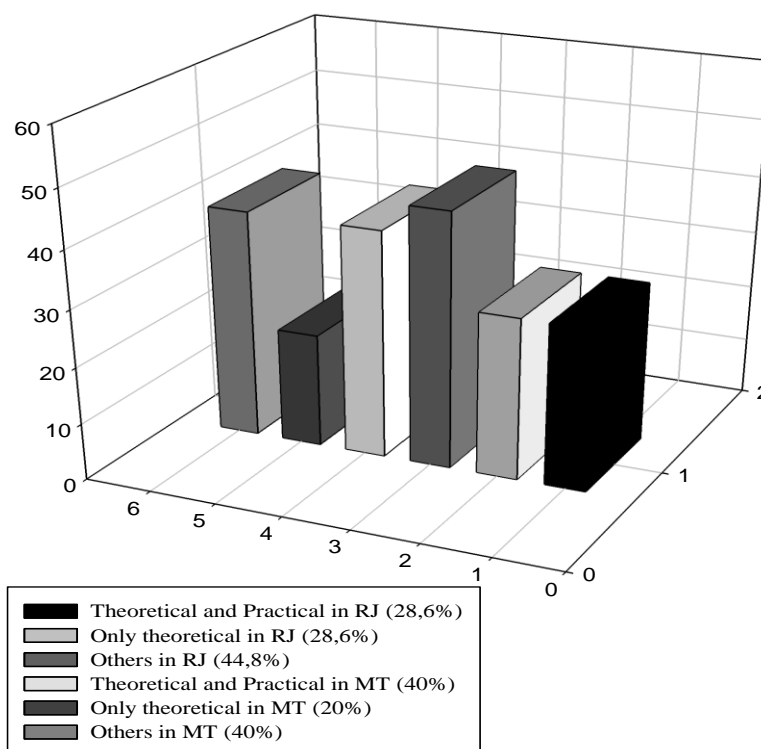


Source: authors' construction.

Based on figure 1, it can be seen that the fighting modalities remain outside the contents of school Physical Education, presenting similar realities in both studies, with inclusion in only 1/3 of the schools.



Figure 2 – Form of application of fight modalities in School Physical Education classes

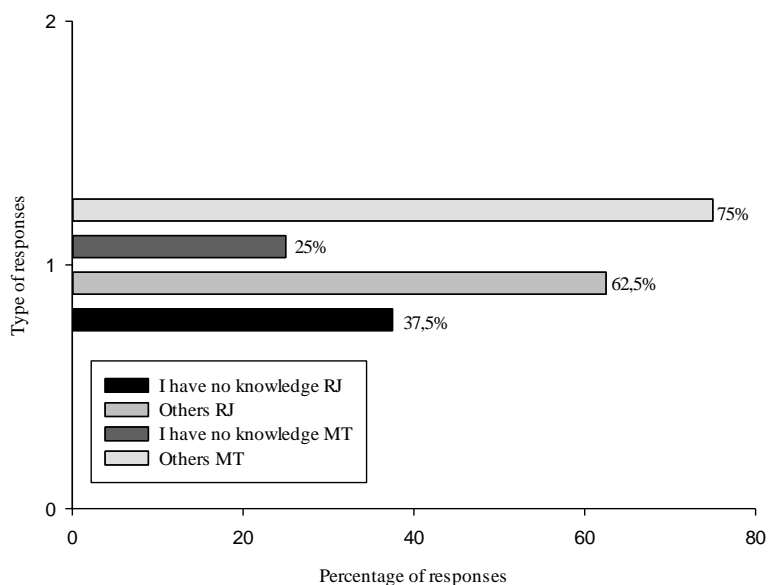


Source: authors' construction.

Regarding the way of teaching content in schools that use fighting modalities, it is possible to observe in Figure 2 that the reality is also similar in both studies, with the option “others” being frequently chosen, indicating variability in the forms of application. This indicates that teachers not only cling to classical theory and practice, but also add visual, sound and other methodologies.



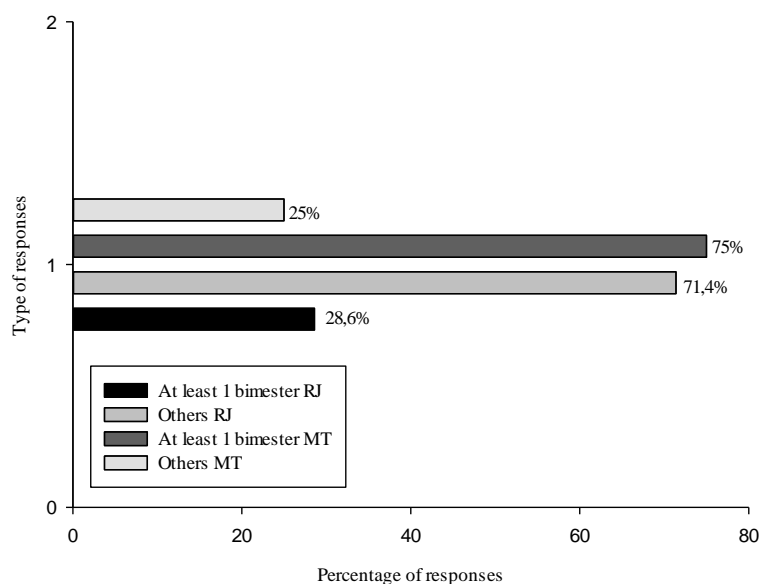
Figure 3 – The main reasons for not using fight modalities in classes according to the interviewees



Source: authors' construction.

For teachers who do not use fighting modalities in their classes, the main reason was the lack of knowledge on the subject. This behavior was similar in both studies.

Figure 4 – Frequency of use within the school year.



Source: authors' construction.





Regarding the frequency of use (figure 4), in both studies it is clear that this content does not receive the same importance as other content such as team sports, indicating that in addition to being applied in few schools, when included, the fighting modalities do not do not have a high attendance during the school year.

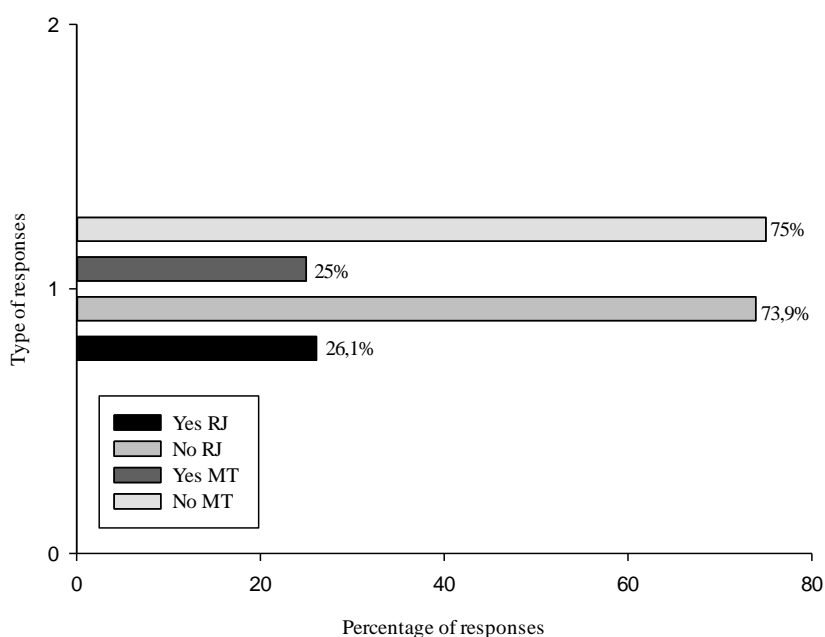
Table 1 – Types of fight modalities used as a basis

Tipos de lutas	RJ	MT
Impact fights (Karate, taekwondo, Muay thai)	14.3%	25%
Capoeira	0	75%
Projection fights (judo, Jiu-jitsu, Olympic fights)	57.1%	0
Other forms of fight modalities	28.6%	0

Source: authors' construction.

Table 1 indicates the types of fighting modalities chosen as a basis by the teachers who use this content. This was the first point of divergence between the studies surveyed, as schools in Rio de Janeiro indicated a preference for projection struggles, while schools in Mato Grosso indicated a preference for Capoeira.

Figure 5 – Perception that the knowledge acquired in training during graduation was sufficient to teach fighting classes as content of school Physical Education



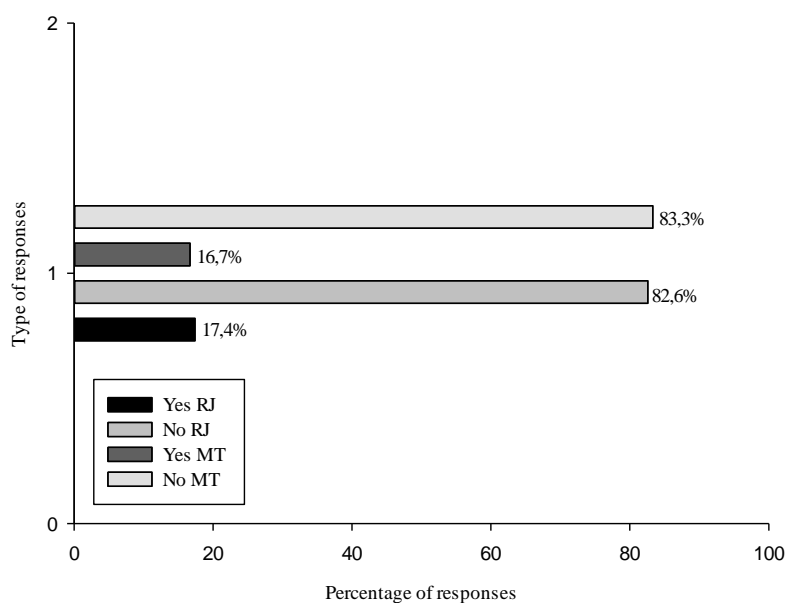
Source: authors' construction.





From Figure 5, it is evident that the academic training in degrees in Physical Education in both studies does not provide adequate knowledge in the context of fighting modalities, not preparing professionals for this practice and making changes in the current scenario difficult.

Figure 6 – Teachers with specific training in fight modalities

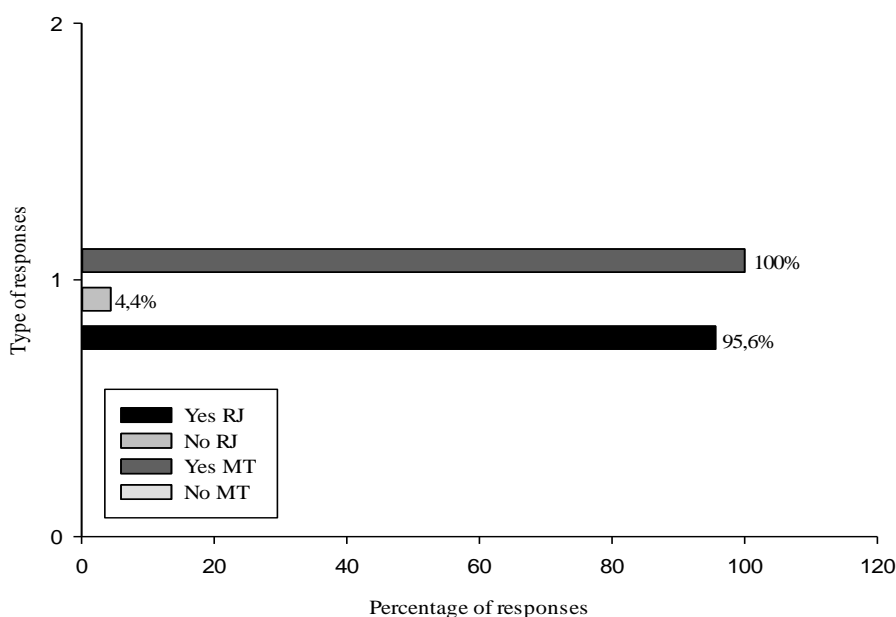


Source: authors' construction.

In addition to the gap left by the degree courses of Physical Education, the low percentage of teachers with specific training in fight modalities (Figure 6) leads to the impression that the current reality is far from changing.



Figure 7 – Opinion on the relevance of the inclusion of fight modalities in school Physical Education classes



Source: authors' construction.

When asked about the relevance of the inclusion of fight modalities in classes, the professionals surveyed (100% in MT and 95.6% in RJ) indicated that yes, this content is very relevant, which reinforces the hypothesis that the problem is in the training and not the willingness of the teachers. There was no negative answer to the question in MT.

Table 2 – Possible benefits of fight modalities in school Physical Education classes pointed out by the interviewees

Benefits of Fights	RJ	MT
Discipline and respect	42.1%	58.3%
Self control	15.8%	6.275%
Emotional control	15.8%	8.3%
Physical conditioning and overcoming limits	15.8%	6.275%
Concentration	0	8.3%
Companionship	0	6.275%
Autonomy	0	6.275%
Knowledge and self-esteem	5.25%	8.3%
No benefits	5.25%	0

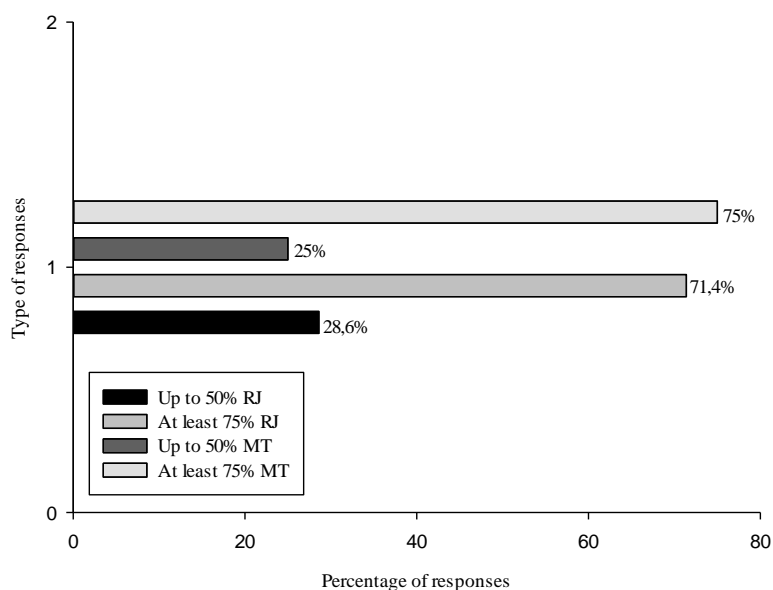
Source: authors' construction.

Regarding the main benefits of this practice, both studies pointed to an improvement in discipline and respect inside and outside the classroom, behaviors that are very important and seem to be absent nowadays.





Figure 8 – Percentages of student participation in classes with fight content.



Source: authors' construction.

Finally, schools which included this practice showed a high rate of student participation when the teacher taught the content of fight modalities in Physical Education classes.

DISCUSSION

The low use of the content of fight modalities in school Physical Education classes seen in the two studies indicates that this content continues not to receive appropriate importance. Bearing in mind that the teachers who apply this content in their classes use varied resources, such as: printed materials, technological resources, devices, and objects used in several types of fight modalities, in addition to others, this practice represents a major factor that enables achievement of a high percentage of student participation. In the case of the actors who are to be inserted in this practice with a view to receiving knowledge and experiencing the modalities, it is extremely important that the methodologies used are active and attractive, with access to various technological resources and media innovators, as classes which are unprepared and without resources become monotonous to these students. Literature brings several strategies and alternatives to help teachers make fight classes in school Physical Education more attractive, from teaching remotely as it was during the pandemic (SOARES et al., 2022) to opposition games (ORTEGA, 2022).





Professionals who do not use either this important object of knowledge or methodologies for students to achieve skills with fight classes, point out their lack of knowledge and academic training on the topic, which should be presented more widely in Universities which train physical educators. This is particularly true as almost all teachers recognize the multiple benefits of this content, which concerns the development of physical, motor, and emotional qualities of the students and enables students to improve in both the discipline and in gaining the respect that they need to acquire, corroborating the findings described by Rufino and Darido (2015).

The curricular aspects should be highlighted with norms that for decades have indicated that this subject should be included in Physical Education classes at school, making it clear and notorious that the problem is in the curriculum of the undergraduate courses and that this needs to be reviewed with some urgency by the deans and coordinators in higher education courses in this educational discipline (RUFINO; DARIDO, 2015). Although fight modalities have previously been proposed for Physical Education classes (BRAZIL, 1998), it seems that the main problem seen above remains, the lack of qualified human resources (LEITE et al., 2012). More and more this reflection resurfaces in order to seek proposals and, with this, systematize new interventions that will contribute to the pedagogical practice of the teacher (NASCIMENTO; ALMEIDA, 2007).

The only difference observed between the two studies was related to the fight modality used as a base, which may have had an influence from the culture of the region, since Brazil has great cultural diversity and both the States of Rio de Janeiro and Mato Grosso appropriated the most disseminated modalities in the context of regionalization.

The benefits of fight modalities are not only cognitive, social, and behavioral, but also effectively influence the health of practitioners, promoting adaptations in the metabolism and immune system (GONÇALVES et al., 2012; VERLI et al., 2021.).

Considering the pertinent theme related to the health of individuals in this important school age group, being children, adolescents, and young people in the stage of body and osteomuscular development, we agree with important research approaches related to the various cases of obesity that affect individuals at these ages (VERLI et al., 2017; ARAUJO et al., 2019). We also ratify the effective presence of the school as a possible mediator of this reality when it presents itself with an environment conducive to carrying out actions aimed at





helping to prevent the excess weight of its students, thus promoting health in the educational environment (VERLI et al., 2017; ARAUJO et al., 2019; GONÇALVES et al., 2020).

This practical teaching methodology of fight modalities for schoolchildren also presents itself as an important tool for students with special needs, improving their health, self-esteem, autonomy, and inclusion, and providing an ideal rehabilitation if the disability was caused by an accident (GONÇALVES et al., 2020). By experiencing this practice in the school environment, students who have special needs may show an interest in improving their practices through other environments that make the practice of fighting available, such as gyms and sports initiation schools offered through social projects of non-governmental organizations or municipal sports secretariats. Adapted fights also provide the possibility for people with special needs to participate in competitions safely with respect to biomechanical and physiological aspects (LOPES et al., 2019).

The review and effective application of the content of fight modalities in the training of Physical Education teachers, is given an urgent character, especially at this time when technology and social media have generated so many behavioral alterations in young people (OLIVEIRA et al., 2020; SOARES et al., 2022). Still within this parameter of the possible technological tools, we cannot fail to highlight the need to implement means for the continuous training of teachers who are already working in school units, whether through workshops or short courses, in person or even at a distance. This continuous training is essential for transmission of knowledge that is accompanied by the appropriate quality of education necessary for students to receive effective and meaningful learning (RUFINO; DARIDO 2015).

Fight modalities in Physical Education classes, when conducted with a pedagogical context, will enable social, physical, and cognitive development with evolution in the fields of discipline and respect, which are essential in the school environment (AGUIAR, 2008). Once the Physical Education teacher uses this curricular instrument in their classes, they will be able to transmit knowledge in an appropriate way and lead the student to reflect on their practices and attitudes. This learning environment becomes conducive to this transformation, regarding the various areas that involve the student, and the student, in turn, begins to reflect on their actions and demonstrate new habits that show a change related to their social life, learning, and body awareness. The regular practice of fights in school Physical Education classes influences several physical, cognitive, and social qualities, mainly essential components such as laterality (VERLI et al., 2017; ARAÚJO et al., 2019).





CONCLUSIONS

Despite the Brazilian norms and recommendations that have been in existence for decades recommending the inclusion of the content of fight modalities in school Physical Education classes, their applicability is still low in the schools involved in this study.

The inclusion of fight modalities stimulates discipline and respect, improves physical, mental, and emotional health, and presents itself as a good tool even in the case of students who have special needs and should definitely be included in this practice.

In view of the recognition by professionals of the benefits and the high percentage of student participation, it is clear that the non-inclusion of these contents is not due to lack of interest of professionals or students, but rather, to insufficient academic training, with inadequate and outdated curriculum, and in reality little investment and incentive given for continuing education by educational managers.

Finally, fight modalities should receive the same degree of importance as the other curricular contents of the Physical Education degree and the school principals and coordinators, as well as the managers, researchers, and actors who develop public educational policies, should encourage training and practice. In addition improvement in the physical structure of schools should be encouraged with investment in continuing training for their employees, thus allowing students who have access to this learning to be effectively involved in the list of people who are able to acquire knowledge, both theoretical and practical, which can bring about an effective change in their practical social conduct.

The present study presented the difficulties faced and the reasons for the little use of struggles by Physical Education professionals in the Municipality of Barra do Garças - MT in Physical Education Classes. The study has limitations because it presents results referring to only one municipality, from a state, from a country of continental dimensions like Brazil, as well as bringing the comparison to another study of our group from another municipality, from another state only, which is not presents the reality of the country. As demonstrated, the struggles in Physical Education classes bring several benefits to students and the community, and understanding the difficulties and seeking solutions for a better use of this theme is necessary. New investigations with greater scope, involving new municipalities and states are necessary for a better understanding of the subject.





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Dados do primeiro autor:

Email: nadiaealeks@hotmail.com

Endereço: Rua I, 5, São João, Barra do Garças, MT, CEP: 78600-312, Brasil.





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