Relation between technique and creation in the teaching of struggles

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The Western philosophical tradition has Platonic roots, paving the field of knowledge as a practice of reflection and prioritizing the identity of thought to the detriment of multiple relationships that value difference. Thus, far from being limited to the philosophical field, thought as an act of recognition of essence has crossed many other fields of knowledge, subjectivating from statements aligned with identity. Cartesian thought continued the work of Plato and, from the advent and consequent modern scientific supremacy, took this way of thinking to the common sense, to the daily life, to political microphysics and, at the nerve end of Physical Education, to the conception of learning and the forms of teaching. Thus, learning in Western common sense is to recognize, to understand what has already been thought, is to apprehend what already exists. In the field of martial arts, the predominant Eastern tradition reinforces the thought of recognition by having as methodology the automation of body movements through systems thought out in advance. Thus, from the concept of inventive learning, which denies both traditions of teaching methodology, this text aims to discuss possibilities in dealing with teaching fighting in a thought that privileges the construction of the world from the relationship between terms, understanding the world as a constructive interaction rather than pre-existent essences to beings. As a result, we believe in the enrichment of the methodologies of the fighting if we understand them as a tension between techniques and creative processes, in which each response must be properly created, even in the midst of technical automatisms.