

## Proceedings of the II Congresso Internacional de Atividade Física (International Congress of Physical Activity), 28, 29, 30 of September 2023, Castelo Branco, Portugal

**Cite this article as:**

Proceedings of the II Congresso Internacional de Atividade Física (International Congress of Physical Activity); Castelo Branco, Portugal. (2024). *Journal of Human Sport and Exercise*, 19(1), 220-432. <https://doi.org/10.14198/jhse.2024.191.20>

### Table of Contents

Memo_Move: Effect of a dual-task exercise program on physical fitness in people aged $\geq 65$ years from the community .....	223
Objective internal load in female skydiving athletes .....	226
Inclusion in physical education: Teacher profile .....	230
Despite everything... competing is important.....	234
The return to physical activity, leisure and sports in nature: The necessary (re)encounter .....	238
The body/movement object and instrumental reason: Implications for physical education/sport .....	241
The body/movement subject and communicative reason: Implications for physical education/sport.....	244
Perceptions about physical education classes and its relationship with the construction of professional identity in future teachers .....	247
Step by step: An ecological momentary assessment physical activity in rural elderly .....	251
Youthful souls: Gerontopsychomotricity intervention in institutionalized elderly .....	255
Making a splash: A multiple case study on the acute mood-boosting effects of aquarobics in seniors .....	258
Exercising the blues away: A multiple case study on the acute mood-boosting effects of multi-component exercise in elderly women .....	262

# Despite everything... competing is important

ANTÓNIO CAMILO CUNHA , ZENAIDE GALVÃO

*Universidade do Minho – Instituto de Educação - CIEC. Portugal.*

## ABSTRACT

Competition is one of the most used words in the history of life on earth (and mankind), both in a positive and negative sense. Through competition, the mythological and utopian universe was formed; species, it seems, evolved; the economy/productivity, the media, ideological and political theories and practices emerged; the axiological sense clarified and diversified; culture/cultures emerged, these extraordinary creations of humanity in "*confrontation/complement*" with nature. Through competition, games/physical education/sports were structured. Although there are pedagogical positions for and against competition in play/physical education/sport, in this reflection we are going to praise competition. In spite of everything... competing is important. The main aim of this reflection, in the form of a short essay, will be to help raise awareness of the importance of competition in games, physical education and sport. The methodology used is based on theoretical/hermeneutic reflection on the praxis of competition and the possibilities it can contain for the Game, Physical Education and Sport to be humanly rewarding. It is a reflexive, qualitative methodology that departs from the canons of scientific/empirical/quantitative research methodology. We believe that play, physical education and sport absorb and reflect individual, community, social, political, economic, ideological and cultural issues in an effervescent (animal/human) way. Competition enshrines the "*game*" - be it a social, organizational, business, pedagogical or sporting game.

**Keywords:** Game, Physical education, Sport, Competition, Nature, Evolution.

---

 **Corresponding author.** *Universidade do Minho – Instituto de Educação – Campus de Gualtar, 4710-057, Braga, Portugal.*

E-mail: [camilo@ie.uminho.pt](mailto:camilo@ie.uminho.pt)

II CIAF – II Congresso Internacional de Atividade Física (International Congress of Physical Activity). 28, 29, 30 of September 2023, Castelo Branco, Portugal.

JOURNAL OF HUMAN SPORT & EXERCISE ISSN 1988-5202.

© Faculty of Education. University of Alicante.

doi: [10.14198/jhse.2024.191.20](https://doi.org/10.14198/jhse.2024.191.20)

## INTRODUCTION

Competition, like other biotic dimensions (predation, parasitism, cooperation, mutualism, commensalism), is one of the structuring dimensions of human life and nature. Serres (2004, 2019) states that man has reached where he is thanks to training, technique, repetition, cooperation and competition. Through competition and (cooperation) the educational ideology was established: from the Greek Paideia/Aretê, the Latin Instructio, the German Bildung - metaphor for the journey, the New School to the Modern School and with it technique and technology, multiculturalism, integration and equality. Competition is an existential desideratum. It is a marker, a foundation, an inscription that structures the perpetuation of the life of nature and the life of men/women. Therefore, the main aim of this reflection, in the form of a short essay, will be to help raise awareness of the importance of competition in games, physical education and sport.

## MATERIAL, METHODS AND PROCEDURES

The methodology used is based on theoretical/hermeneutic reflection (Weller, 2007) on the praxis of competition and the possibilities it may contain for the Game, Physical Education and Sport to be humanly rewarding. It is a reflective, qualitative methodology that departs from the canons of a scientific/empirical/quantitative research methodology. On the contrary, in addition to the reflections of the authors of the text, it calls on other authors - from philosophy, sociology, anthropology, education and sport - in an attempt to support the text and the main objective.

## RESULTS

### ***Defining competition - its vocabulary***

Consulting the Portuguese dictionary, we find that competition refers to: "*act or effect of competing; dispute between two or more persons or groups for the same objective; contest with possible prize; (ecology) interaction of individuals of the same or different species (human, animal or plant) who dispute something; struggle, conflict; opposition; simultaneous claim to the same power, the same dignity or title etc.; (economics) struggle or rivalry for the conquest of markets; (sports) competition that puts two or more persons or groups in competition with regard to certain aptitudes or physical or athletic qualities*" (Competição, 2005, p. 400).

### ***Competition - between the human and the inhuman***

The competition dimension is not without its contradictions and paradoxes of representation and language. The essence of competition is the dispute, the individual and collective "*struggle*" where winning and losing are at stake and where the pursuit of victory and the avoidance of defeat are the maxims of the game, when played within the stipulated and so-called civilized rules and behaviours (sportsmanship; fair play) - human maximization - real, instrumental, symbolic. There is, however, another side - the side of false competition, where (in the case of sport) violence, doping, corruption, cheating, often end up coming into play. The essence of competition is lost; the essence of something rational and civilizing gives way to a return to savagery.

### ***Competition - the real and the symbolic***

From a symbolic, anthropological and sociological point of view, competition represents a return to the world of conflict, expectation and tension (simulating war); but at the same time to the world of conviviality, cordiality, courtesy and empathy - becoming a person. Competition thus appears as a real manifestation - a lived experience and a symbolic experience. This sense will illustrate competition as a practice and result in

the field of sport, where the body and movement express themselves in the most varied ways - individually and collectively. It is in this individually and collectively lived experience that we can see the social dimensions in the most diverse areas - whether of production, efficiency, performance, or in the relational, ethical (axiological) and aesthetic sense - an illustration and preparation for real life.

## DISCUSSION

Recovering some of the substance of the topics/items developed earlier, we can see that the real and the symbolic, the positive and the negative, the rational and the paradoxical explain the idea of competition/fighting. We can see games, physical education and sport as times and spaces for this struggle. Sport manifests itself as a moderate struggle, a moment of discord and envy between intrinsically human and animal values, which we can call positive competition; but it can also turn into an extreme, inhuman, unethical struggle - negative competition. In this context, Damatta (1994) considers that competition plays a highly modernizing/civilizing role due to the equal opportunities it would provide. By referring to sport (organized in rules - internal/external) as a field based on merit (talent, competence, virtue, value, ability) where the idea of winning and winning is sustained in alternation. This also raises the idea of democratization and social justice, defeating the idea of relationships that support personal, group and corporate favouritism. Thinking in this way, competition is a way of becoming a person and is therefore a modernizing and civilizing manifestation (De Chardin, 2012; Vaz, 1991, a, b).

## CONCLUSIONS

We can say that play, physical education and sport absorb and reflect individual, community, social, political, economic, ideological and cultural issues in an effervescent (animal/human) way. Competition enshrines the "game" - be it a social, organizational, entrepreneurial, pedagogical or sporting game. One of the central cores of competition, as we have seen, is the idea of winning/losing based on a dialectic: me/us and other/you. The idea of victory/winning and defeat/loss is associated with other variables, such as affirmation, overcoming, catharsis, asceticism, work, effort, resilience, etc. This brings with it an educational and pedagogical dimension (teacher/coach) to take into consideration: there is only true competition when there is a balance between individuals and teams, so that the possibilities of success and defeat are present - this alternation. When this doesn't happen, all the talk of "*sportsmanship*", "*fair play*", can be called into question, just as the slogans of sport and the call for moderation can be called into question: winning and losing is sport; the important thing is to take part; it doesn't matter if you win, the important thing is to compete, etc.; and that can ultimately become violent language.

## REFERENCES

- Damatta, R. (1994). Antropologia do óbvio. Revista USP, 22, 10-17. <https://doi.org/10.11606/issn.2316-9036.v0i22p10-17>
- De Chardin, T. (2012). O fenómeno humano (9ªed.). São Paulo: Editora Cultrix.
- Dicionário da Língua Portuguesa. (2020). Competição. Porto: Porto Editora.
- Vaz, H.(1991a). Antropologia filosófica I. São Paulo: Loyola.
- Vaz, H. (1991b). Antropologia filosófica II. São Paulo: Loyola.
- Serres, M. (2004). Hominescência. Lisboa: Instituto Piaget.
- Serres, M. (2019). Tempo de crises. Lisboa: Guerra e Paz – Editores.

Weller, W. (2007). A hermenêutica como método empírico de investigação. In Proceedings book - 30ª Reunião Annual da Anped (pp 1-16). Retrieved from [Accessed 10/18/2023]: <https://www.anped.org.br/sites/default/files/gt17-3288-int.pdf>



This work is licensed under a [Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/) (CC BY-NC-ND 4.0).