



MOVEMENT AND LEARNING: The Transformative Impact of Physical Education in Schools

MOVEMENT AND LEARNING: The Transformative Impact of Physics Education in Schools

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SUMMARY

This work will focus on the theme "Movement and Learning: The Transformative Impact of Physical Education in Schools." Its objective is to investigate the impact that Physical Education can have on the transformations that schooling has been producing in motor learning and the physical, mental, and social development of these individuals. The central question of this study is: How can the role of school Physical Education impact and transform the promotion of motor learning and the comprehensive development of healthy students? The methodological approach used is bibliographic, based on books, articles, and scientific documents that discern the importance of physical practices experienced in childhood and adolescence. The study also aims to understand how motor skills acquired during Physical Education classes can impact quality of life in childhood, adolescence, youth, and adulthood, highlighting their relevance to physical, mental, and social well-being. The expected outcome is to highlight the need to promote early physical activity in schools, not only considering motor development but also the individual's overall health. Thus, the study concludes that Physical Education's role as a curricular component has its value and essence in holistic development and in promoting health and quality of life throughout the life cycle. Thus, the discipline is highlighted as a means of developing motor skills and as an indispensable tool for biopsychosocial development.

Keywords: Physical Education. Transformation. Health. Result. School practice.



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ABSTRACT

This final project focuses on the relevance of Physical Education in schools and its impact on the motor development of healthy adults. The objective is to investigate the influence of regular physical activity during school on motor learning and the physical, mental and social development of these individuals. The central question of this study is: what is the role of Physical Education in schools in promoting motor learning and the integral development of healthy adults? The methodological approach used will be exclusively bibliographic, based on books, articles and scientific documents that discuss the importance of physical practices experienced in childhood and adolescence. The aim is to understand how motor skills acquired during Physical Education classes affect quality of life during adulthood, highlighting their relevance for physical, mental and social well-being. It is expected that the results of this analysis will reinforce the need to promote the practice of physical activities from an early age in schools, considering that physical activity is a fundamental component of holistic education. Thus, the study highlights the role of Physical Education as an essential curricular component for holistic education and for promoting health and quality of life throughout the life cycle. Thus, the discipline is understood not only as a means of developing motor skills, but as an indispensable tool for biopsychosocial development.

Keywords: Education, development, health, quality of life, school practice.

1-INTRODUCTION

Corporality, a term unknown to some, but for educators, especially in the area of Physical Education is not strange. This term, like the name itself, says, has to do with the body and its motor actions, that is, its movements. The movements are more common and intentional, they act with the aim or not of communicating in some way. A bus driver understands that he must stop when someone with a movement extends the arm in front or to the side of the body, this means that it is a movement, simple but

Movements, in general, are existing actions, for example the heartbeat, which is an involuntary movement, when shooting a jump shot in basketball, however, there is gesture in movement with the purpose in itself: when turning the eyes or the slight change direction of the feet is communicating that the person can go to one side, but nevertheless, he goes in another direction. In sports, there are several subtle movements that athletes use to read and predict the opponent's actions and also to divert their attention. These are feints and dribbles.

When a gesture or movement is performed, it is used in an instrumental, practical and objective, expresses feelings, messages, information or cultural beliefs. In short, it is a communicated, it is often not perceived, but the culture in which the individual lives influences the reading that one makes of the world and, in general, it determines behavior, postures and interpretations of the gestures and implicit and explicit messages they encounter in everyday life.

Most of the elements and gestures of dances, games, fights, gymnastics, modalities sports and body practices are linked to the social environment in which one lives or in which these



practices and modalities were born. When you observe a scene of people in movement, it can be said that human bodies and movements are undergoing a process of body language.

In the past, Physical Education was an area of knowledge that developed mainly physical abilities and motor skills. Nowadays, the point has changed from a viewpoint, today it is understood that it aims to form creative, critical and reflective citizens, with theoretical, practical and even historical knowledge of corporality, having as a pillar the youth and social protagonism at school, where they have the ability to take on an active role and central to learning and the community itself. What School Physical Education believes the most important thing than learning body practices is also learning relationships existing between what he practices and the bodily practice he performs, and he must look at the universe cultural surroundings.

Physical Education at school goes beyond performing movements or practicing sports, but it is powerful in its execution, and what results is the integral development of individuals. Recently, studies have been carried out and what stands out in this discipline is a role essential in the physical, cognitive, emotional and social growth of students, which makes the consolidation of an indispensable element in the formation of healthy and conscious citizens (Bailey, 2006, p. 397-401). But this does not seem to be enough because Physical Education is still underestimated in many educational contexts, leading to discussions that aim to natural to give its great importance and maximize its benefits, benefits that are visible to those who practice it.

Among young people, Physical Education offers a unique and beneficial opportunity, which encourages healthy lifestyle habits, awakening interest in the practice of physical activities that will often accompany them into adulthood. This is beneficial, but their resourcefulness covers a wider range, favoring the development and motor skills essential, also strengthening coordination, balance and athletic ability, leading to at the same time promoting social interaction, cooperation and respect among students. The studies indicate that having a solid foundation in youth contributes to the adoption of preventive health behaviors, and goes further, minimizes the risk of chronic diseases by throughout life.

With all the proven benefits of practicing Physical Education at School and knowing that the impact transforms, it is evident, it still persists and there is a gap in this understanding, as there are still doubts as to whether the impact on individuals is long-term, especially when they become adults, but the point is, not to stop exercising Education

Physics is indeed a long-term movement. This question presents itself as a challenge that must be continually researched mainly in academic life in pedagogical practice, the which requires in-depth analysis of the effectiveness of the methodologies that are applied and how they relationship is in relation to the different aspects of human development.

This study aims to explore through movement and learning, the transformative impact that Physical Education in Schools has, and in motor learning and other dimensions of integral development, including the physical, mental and social aspects of individuals healthy even into adulthood. The goal is to understand how practice in this age group influences and how it reflects on quality of life, well-being and the formation of more mature citizens conscious and balanced until adulthood.

The approach is bibliographical, focusing on movements, the body culture of movement. Considering that this movement is mandatory for human beings, the body needs to move. It will also seek to highlight Physical Education as a curricular element indispensable, where the promotion of the value of the discipline should not only be in the school environment, but also as a strategic component in the formation of healthy and active societies, where they will become individuals with self-confidence and self-esteem. Given this analysis, we have reinforced the need to see with renewal and comprehensiveness having a transformative role that Physical Education exercises in schools, where it highlights the capacity for positive impact in the face of trajectory of individuals throughout their lives. Then the analysis reaches the point of stating that, Physical Education classes are essential for this to happen, not excluding classes theoretical ones that are also important. The basis of practices is theory, that's how they happen. This work aims to relate significant school body movements to public health and prevention of chronic diseases as well as learning, as seen in theoretical classes and the transformative impact.

2-PHYSICAL EDUCATION HAS THE POTENTIAL TO TRANSFORM THE SCHOOL DEVELOPMENT IN HUMANITY

Physical Education at School plays a crucial role in improving the motor development of individuals, making them healthy adults, in addition to contributing significantly for the promotion of health and quality of life (Lopes et al., 2011).

According to Sallis and Owen (2013):

Research in this field is often called exercise determinants or adherence. These terms generally refer to observational studies—which

means without intervention—of things correlated with physical activity. However, determinants is a misnomer because correlational studies cannot lead to conclusions about causation, and exercise adherence is a misnomer because researchers are interested in types of physical activity that go beyond traditional concepts of exercise (SALLIS and OWEN, 2013, pp. 110-111).

Studies have proven that the lack or non-existence of physical activities during schooling has a great contribution to the formation of less active adults and with motor difficulties (Hardy et al., 2017). The research carried out by Lopes et al. (2016) demonstrated that the activities regularly practiced by students in Education classes School Physics good quality motor performance, while physical inactivity acts as accelerator of human decline, causes greater functional incapacity, loss of quality of life life, increased number of diseases, obesity and mortality, among other consequences. The Physical Education activities are beneficial, as the impact is positive in adulthood and also effective, which highlights the relevance of School Physical Education for motor development throughout life.

2.1- TECHNIQUES AND MODALITIES

In Elementary School, they learn more technical movements and more dynamics of game, while in High School the content is in the movements according to the techniques of each sports modality and also physical practice, and situations are also experienced in that technical movements are used where movement forms are created from these techniques, which ultimately result in tactics for each modality. This chapter will explore athletics techniques, where some modalities will be exposed.

ATHLETICS: is a simply beautiful sport with its simple and aesthetically interesting for its physical capacity, its motor skills, its focus, its determination, perseverance, talent, individual and collective overcoming making athletics a of the most organized and popular sports in the world. Among the sports, athletics is the oldest, its evidence is recorded in the annals of civilization such as: Egypt, Mesopotamia and China. In African territories such as Kenya and northern Tanzania, the Maasai (semi-nomads) practice long-distance running as a form of ritual and travel. However, today's athletics as it is known is an organized form and its association matches the competitive format that was used in Ancient Greece. So, how can one understand, athletics is the oldest competition in the world!



In elementary school, you learn technical movements and game dynamics. However, the content of High School aims to use techniques according to each modality sports and every physical practice, and also experiences certain situations in which these techniques are used to create forms of movement, which will ultimately reach their peak in tactics according to each modality. Interestingly, athletics is also considered the “father” of all sports.

In Brazil, athletics gained recognition in the 20th century, especially when, in 1952, the athlete, Adhemar Ferreira da Silva, won his first medal gold medal in triple jump at the Olympic Games held in Helsinki, Finland.

In athletics or competition, or sports, they are called tests, there are as an example, the 100-meter dash, in which athletes run 100 meters.

RELAY RACES: The 4 × 100 meter and 4 × 400 meter relay races 400 meters (we read: 4 by 100 meters and 4 by 400 meters) its inclusion occurred for the first time at the Olympic Games held in Stockholm, Sweden, in 1912. However, the The women’s relay only gained recognition as an Olympic event in 1928, in Amsterdam, Netherlands.

The teams are made up of 4 runners each, who run the distance of 100 or 400 meters, depending on the event. In both cases, the baton pass must be done within a specific 20-meter zone. If this distance is exceeded, the team is disqualified.

The first Olympic champions in this modality were the United States, 4 × 100 meters and 4 × 400 meters in 1912, and continued to have a standard of excellence in the first decades of the competition.

There are various types of games and ways to work on Physical Education at School in movements that can impact, transform, students with their own gift, perform through the execution of the class, leading the student to become aware and interact, leading him to define yourself as a human being, making the right decisions and being aware of the decisions to be made taken in the future.

The following topic will relate the renewal of School Physical Education and its “denaturalization”.

2.2-RENOVATIVE MOVEMENT OF SCHOOL PHYSICAL EDUCATION



Physical Education, considering everything that has already been put into the work, it is understood that The battle is arduous and very difficult to carry out, due to the poor quality of the materials necessary to have a good execution of the class.

In reference to Physical Education, there is a domain in the political, economic, cultural and social, this scope is made possible by the performance of educators, as transmits to students an autonomy of economic and social independence, in view of the results obtained through physical activity. Students, every day through practice, are benefited, even with the difficulty in carrying out the class, due to lack of instruments necessary, the educator is wise enough to adapt, and leads to a renewing act,

Denaturalization, what is it and how does it proceed? It comes from the sociological fact, consisting of questioning what is considered normal or obvious in society. This questioning helps to understand ideas or structural norms that come from social construction but this does not prevent to transform them into options that can satisfy the majority. One example is the fact of questioning beliefs and expectations socially constructed about how human beings should behave, based on gender identity. Stereotypes regarding gender attribute characteristics that are at the same time simplistic and generalized, they become inhuman, because it is not reality, because they have the idea of men being strong and dominant, and women are fragile and submissive, often leading them to give up on making a firm decision and with the conviction that they are capable, but everything is changing, this idea is already outdated, because the being human is becoming aware that everything is possible for both, as long as they are prepared and want to move forward towards their ideals.

2.3-PRINCIPLES OF INCLUSION AND DIVERSITY

Important aspects such as the principles of inclusion and diversity, the dimensions of content and cross-cutting themes, issues that are being discussed throughout society, such as ethics, health, cultural plurality, sexual orientation, environment, work and consumption, are also taught to students through the PCNs:

Physical Education, within its specificity, should address cross-cutting themes identified as urgent for the country as a whole, in addition to addressing others related to the specific needs of each region. Regarding each theme, this document provides some reflections to be addressed by the area, with the intention of broadening the perspective on daily practice and, at the same time, stimulating reflection for the development of new approaches to the

More than 150 years ago, Physical Education stopped being a physical practice and became
if curricular discipline. It is worth making it very clear that sport is not included in the activity
rule-based physics, so that when practicing its purpose is only the formation of
winners and the emphasis on positive results.

However, these characteristics do not have a single meaning or only one
significance among those who practice it, especially when the sport is
performed in the context of leisure, education, and health. Like any social
practice, sport is capable of being recreated by those involved in it. (BNCC, 2018, p. 215)

The importance of sports in Physical Education classes is recognized by the fact that
are not just resources for promoting health or observing rules, but
considering that within the school, sport is worked in a playful context, making it possible
highlight that:

Among the productions of this body culture, some were incorporated into
Physical Education's content: games, sports, dance, gymnastics and fighting.
These have in common the bodily representation, with playful characteristics,
of diverse human cultures; they all resignify human bodily culture and do
so using a playful attitude. (BRASIL, 1997, p.23

In the school environment, there are sports that are more inclined to be
developed in a way that accepts changes and novelty, sport is an example that
in turn uses the multi-sport court, where for the most part, the ball is their instrument. The BNCC
refers to the category:

Invasion or territorial: set of modalities characterized by comparing the
ability of a team to introduce or take a ball (or other object) to a goal or
sector of the court/field defended by the opponents (goal, basket,
touchdown, etc.), simultaneously protecting the target, goal or sector of the
field (basketball, frisbee, soccer, futsal, American football, handball, field
hockey, water polo, rugby, etc.). (BNCC, 2018, p. 216).

It is customary in most Physical Education classes for football to be the most popular sport.
used, as it is the preference among students, and volleyball and basketball are also highlighted
as the main modalities in school. Meier (1981 Apud Junior and Caputo, 2014, p. 27)
mentions that “there are several sports, such as archery, martial arts, athletics,
badminton, basketball, baseball, volleyball, soccer, futsal, tennis, golf, cycling, street racing and among
others, which are many.”

The modalities are extensive and all deserve significant attention, but many educators in the area of School Physical Education, have to use their own work instrument offered by the school entity. This therefore leads some to be limited, despite their performance to be dynamic.

In the school sphere, interest must be mutual and also encouraged, encompassing with greater evidence of programs to encourage physical activity. There is a need encouraging both educators and students to participate in public policies. The exercise physical must be acted upon daily in the individual's life, not in everyday life, whereas in culture popular it must be constantly acted upon, in medical treatments, in family planning and in early childhood education. Several factors cause the movement to occur and also this learning for example, as it leads to the social factor, providing human beings with the right to being physically active in a group, in the economic factor, it is thus found that when one practices Physical Education, properly instructed physical movements improve physical health, individual or collective mental and health spending drops considerably, a true fact, duly confirmed, as doctors themselves encourage them to exercise, many diseases are caused by complacency and a sedentary lifestyle.

A healthy person does not mean that they are not feeling anything, because a healthy person sedentary, cannot be healthy, they are not healthy, it is a complete mistake to think that the absence of symptoms is to be healthy, to have good health, it is also necessary to have an active life and having an active life is to efficiently promote a quality of life, solving this dilemma is easy, as the fundamental aspect for developing a healthy life is related to Physical Education at School, when you are in the school phase, and have this subject, and when in the school phase adult, should not neglect and continue practicing. School Physical Education, trains, encourages, stimulates to have a full and healthy life, consequently preventing diseases chronic diseases in adulthood and improves overall well-being in individuals. Researchers have studied diligently the results of a dedication to School Physical Education, and reached the following conclusion: that practicing physical exercises during school time has an influence in a gigantic character a beneficial mental health and reduces anxiety and depression.

Regular physical activity has been identified as a functionally related factor in promoting individual health and preventing certain risk conditions. First, it is important to differentiate between the concepts of physical activity and exercise. According to Caspersen, Powell, and Christenson (1985), physical activity consists of any bodily movement produced by skeletal muscles, resulting in greater energy expenditure compared to the resting metabolic rate. In turn, physical exercise constitutes a subcategory of planned physical activity.



structured, repetitive and intentional, with the aim of maintaining or improving one or more components of physical fitness. (ARRAZ, 2003, pp. 92-103)

In short, scientific literature highlights that School Physical Education is essential in motor, social and mental development, promoting lasting and impactful benefits and directly improves quality of life as an adult. However, studies that follow the changes over time, a deeper understanding is necessary in relation to information educational policies that are consolidated with Education Physics in relation to being a pillar in integral development throughout life.

2.4-MOTOR DEVELOPMENT THROUGH PHYSICAL EDUCATION SCHOOL

When you are still a child, the encouragement to exercise is very important, it is necessary for good development, for example, in the crawling stage, many parents try to jump this stage, but they are completely wrong, this phase is very important, it should be encouraged crawling, dragging themselves, trying to get up. The greater the intensity of the stimuli movements, the better the development of the motor repertoire.

When parents decide to put their child to practice a sport when he or she is still very young, it's not wrong, but it shouldn't restrict motor possibilities. The sport has very important in a person's life, even as a child, it activates the motor function and leads the person to have better and structural performance. They will then have more opportunities appropriate so that the challenges that life offers can be faced in the best possible way. throughout its existence a great resistance both physical and emotional.

Physical education classes, as already mentioned, are very important in all follow-ups, because through it there is promotion for the integral development of the student, a healthy life, good socialization, having a team spirit and above all practicing sports. Students have unusual bodily experiences that challenge them.

Physical education activity is part of personal behavior for a healthy life. lasting, but it will only be possible when the experiences are satisfactory through the physical exercises and games. The challenge is necessary, because through them they will come to understand that they will win when they are having fun, as long as they do not feel that victory is not a condition for fun. If the opposite happens, the activities are not playful. Fun is present in the game and not at its end (FALKENBACH, 2002, p. 106).

Physical Education at school determines cognitive and emotional freedom for students and produces healthy learning. In the school environment, when exercising, the environment of coexistence should be one of respect and tolerance, this must be worked on daily. A group relationships, detects an evolutionary control of behaviors, values, norms and attitudes.

2.5-THE IMPORTANCE OF PHYSICAL EDUCATION IN SOCIALIZATION

Socializing, a fashionable issue, because it is an attitude that many individuals, especially during school, they have difficulty, but it is of fundamental importance and need, for example, a child begins to develop socially when he enters school, and then you start to live as a team, so over time you will have a relationship at work, in family she has had this socialization since childhood, in the neighborhood over time, in the games, in short, in society as a whole, recreation, games and play that are directed at them will effectively produce a healthy life. Statistically, a sedentary lifestyle, as already mentioned, she becomes depressed, distressed, and visibly inert with life, it is in this sense that physical education has an important factor in its context of contributing to that the child or adolescent develops with self-confidence, interacting with various groups and also develop motor skills.

Paths are opened so that you can have a social formation with educational principles comprehensive. In turn, the teacher becomes a fundamental piece who has autonomy to manage and awaken the hidden values in the student, being able to transform it in their experience.

3 FINAL CONSIDERATIONS

Movement and Learning: The Transformative Impact of Physical Education in Schools, very important subject that stood out from beginning to end in this work. It was noted that it is this action in schools is really important since childhood. It was noticed that the teacher has a lot of responsibility in the development of the student in the area of School Physical Education, the movements and learning acquired at this stage become impactful and transformative in adult life.

Writers like Bailey, Sallis, and Owen and Lopes are authors who study the results of effective Physical Education in Schools and its naturally positive consequences. It is without doubt necessary for the teacher to participate in the development of sports and other work

in the sports area, in addition to those who are already practicing on the school court, the proposal is that incorporate new modalities, innovation always brings awakening and curiosity, where techniques/tactics can be developed, considering other dimensions, exemplifying the mental health.

Nowadays, the teacher must always keep in mind sports and mental innovation. where you will implement your Physical Education classes, these classes will have a new structure and will reproduce more actively the sports modalities most disseminated by the media, ms ão forgetting that it must be in line with the recommendations that are highlighted by BNCC of Physical Education.

It is extremely important to recognize that Physical Education, in addition to being a practice body, it is also necessary to remember that it is a mandatory curricular component, and is inserted in the area of Languages, where the theoretical field must also be problematized, the discipline must, therefore, be developed in theoretical classes (and assessments), and then in practice enjoy the same status as a curricular component, as is consistent with the other school subjects.

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