

THE CHALLENGES OF PHYSICAL EDUCATION IN REMOTE TEACHING¹

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SUMMARY

The objective of this work is to highlight the challenges faced by Physical Education in remote teaching. This discipline is fundamental for the formation of critical individuals, capable of developing their motor and psychomotor skills, and interacting with the world around them. However, in the context of remote teaching, Physical Education faces new obstacles that hinder its effectiveness. To emphasize the importance of Physical Education in the teaching-learning process in times of remote teaching, a qualitative bibliographical research was carried out that highlighted the benefits of this discipline for Teaching. In this sense, the importance of Physical Education and the inclusion of transversal themes for the construction of a society based on mutual respect, without any type of distinction or discrimination, stands out. In view of this, it is necessary for society to strive to minimize and solve challenges posed by Physical Education in remote teaching, in order to ensure that this discipline continues to contribute to the formation of critical and reflective individuals, capable of developing their psychomotor skills, even in virtual contexts. In short, this work highlights the challenges faced by Physical Education in remote teaching and highlights the importance of including cross-cutting themes for the construction of a fairer, egalitarian society. Keywords: Remote teaching. Physical education. Challenges.

ABSTRACT

The objective of this work is to highlight the challenges faced by Physical Education in remote teaching. This discipline is fundamental for the formation of critical individuals, capable of developing their motor and psychomotor skills, and interacting with the world a round them. However, in the context of remote teaching, Physical Education faces new obstacles that hinder its effectiveness. To emphasize the importance of Physical Education in the teaching-learning process in times of remote teaching, qualitative bibliographical research was carried out that highlighted the benefits of this discipline of teaching. In this sense, the importance of Physical Education and the inclusion of cross-cutting themes for building a society based on mutual respect, without any kind of distinction or discrimination, is highlighted. In view of this, it is necessary for society to strive to minimize and solve the challenges imposed by Physical Education in remote teaching, in order to ensure that this discipline continues to contribute to the formation of critical and reflective individuals, capable of developing the motor skills and psychomotor skills, even in virtual contexts. In short, this work points out the challenges faced by Physical Education in remote teaching and highlights the importance of including cross-cutting themes for the construction of loving and egalitarian society.

Keywords: Remote Learning. Physical education. Challenges.

1. INTRODUCTION

Second, the renowned Swiss psychologist Jean Piaget, physical education, exerts a significant influence on the development of intellectual standards, which extend throughout children's adult lives. This is due to the fact that physical education, in addition to promoting physical health, also stimulates cognitive and emotional development, contributing to the formation of motor, cognitive and social skills. Therefore, regular physical activity since childhood can bring numerous benefits into adulthood, such as improving cognitive performance, reducing stress and increasing self-esteem.

With the aim of addressing the importance of physical education in remote teaching, this study highlights that it is an essential subject to facilitate the teaching-learning process, contributing to the development of students' bodily skills, their social interaction and understanding of the surrounding environment. around you. According to the National Curricular Parameters, physical education is especially important in the first stage of education, as it contributes to the formation of healthy relationships and the development of socio-emotional skills. In addition to being an important pedagogical tool for promoting physical ability, physical education is capable of contributing significantly to the formation of critical awareness and a broad understanding of reality. Through a democratic, humanized and diversified approach, physical education can help in the development of values such as cooperation, respect, inclusion and equality, which are so necessary in an increasingly plural and complex society. Furthermore, by encouraging the practice of physical activities in a fun and enjoyable way, physical education can awaken students' interest in adopting a healthy lifestyle, contributing to the prevention of diseases and the promotion of physical and mental well-being. .

Based on a comprehensive qualitative bibliographical research of literature related to the topic, this essay aims to provide a broad view of the importance of physical education in the context of teaching, especially in the context of remote teaching. The literature consulted includes studies that explore the challenges and opportunities of physical education in virtual environments, as well as the pedagogical and technological strategies that can be adopted to overcome these challenges.

The essay seeks to help educators and the interested community understand how physical education can be adapted for remote teaching, and how it can contribute to the physical, social and emotional development of students. Furthermore, the essay also emphasizes the importance of including physical activities in the school curriculum and how they can contribute to students' well-being.

In summary, the essay presents a comprehensive, evidence-based approach to the importance of physical education in the context of remote teaching, providing practical guidance and pedagogical strategies that can be useful for educators and others interested in the area.

two.DEVELOPMENT

With the growth of remote teaching imposed by modern society, physical education has to face faced numerous challenges in maintaining its methodology. Although the importance of practicing physical activities for the development of students is undeniable, the lack of resources and the impossibility of face-to-face classes have hampered the teaching-learning process. Given this scenario, carrying out a systematic bibliographic review research becomes an important tool for scientifically substantiating the importance of physical education in the educational process. In this way, even in the face of the limitations imposed by remote teaching, it is possible to offer students satisfactory work, capable of guaranteeing the validity and credibility of the knowledge acquired. Furthermore, this approach enables a broader understanding of the topic, contributing to the development of new pedagogical strategies that can be applied both in face-to-face and remote teaching.

two

2.1 The challenges of physical education in remote teaching

The history of Physical Education in Brazil is long and dates back to the period of discovery, in 1500. According to historical records, the first gymnastics and recreation class probably took place at this time, as reported by the clerk Pero Vaz de Caminha in a letter sent to Portuguese crown. In this report, Caminha described that the indigenous people practiced physical activities in a natural and utilitarian way, dancing, jumping and spinning happily to the sound of a harmonica. Since then, physical education has developed



in the country, going through different phases and transformations over the centuries. In the colonial era, physical education was focused on military preparation and disciplining slaves. In the 19th century, the first gymnastics schools emerged and the discipline began to be taught in schools. In the 20th century, physical education was consolidated as a mandatory subject in schools, being recognized as fundamental for the physical and mental development of students. Nowadays, physical education is seen as a broad and diverse discipline, which ranges from sports practice to the promotion of health and physical and emotional well-being. (SOARES, 2012)

Physical education faces one of its biggest challenges in remote teaching due to the lack of appropriate equipment and space to practice physical activities. It is common for many students to not have exercise equipment at home, such as balls, weights or yoga mats. Additionally, the lack of adequate space for practice can limit the diversity of exercises that can be performed by students. (MARCOLINO, 2019)

Still in this sense, the abrupt change to remote teaching brought with it a series of challenges for the educational sector. One of these challenges is keeping students engaged in physical education classes. Unlike traditional classes, remote physical education classes require students to be more autonomous and self-disciplined to carry out the proposed activities. However, many students may feel unmotivated and uninterested in physical activities without the presence of their friends and teachers. Physical education is not just about exercising, but also about socializing, developing teamwork skills and making new friends. Without these elements, students may lose enthusiasm and desire to participate in classes. (GADOTTI, 1997)

Additionally, the lack of social interaction can make exercise less appealing for some students. During in-person classes, students have the opportunity to communicate and interact with their peers and teachers, which can make exercising more fun and motivating. In remote teaching, however, this interaction is more difficult to carry out, which can negatively affect the level of student engagement. To overcome these challenges, physical education teachers need to be creative and innovative in their teaching approaches. They must look for alternatives to promote social interaction and active participation of students in the proposed activities. Additionally, it is important to provide constant feedback and encourage students to set personal goals to improve their performance and maintain interest in classes. (PRANDINA, 2016)

Furthermore, assessing students' progress in physical education during remote learning can be a significant challenge, as many exercises and activities cannot be closely monitored by teachers. This can make it difficult to identify possible problems or limitations of students in relation to the proposed activities. Furthermore, it can be difficult to check whether students are performing activities correctly or with adequate intensity. During in-person classes, teachers can closely observe students' performance and provide immediate feedback to help them correct their techniques and improve their skills. However, in the context of remote teaching, this becomes more complicated. (GHILARDI, 1998)

To overcome these difficulties, physical education teachers need to adopt alternative assessment strategies. It is possible to use videos sent by students to monitor their performance and observe possible problems. Furthermore, it is important to provide clear and detailed guidance to students on the correct execution of the proposed activities, to minimize errors and ensure safety during exercise. (GHIRALDELLI JR., 1991)

Still within this context, one of the main challenges of physical education in the context of remote teaching concerns the limitation of physical contact and supervision. In face-to-face educational environments, teachers have the ability to monitor students' posture and technique, correcting any errors and guiding them to avoid injuries. However, this dynamic becomes quite challenging in virtual environments,

3

as it is difficult to carry out face-to-face interventions. As a result, students may end up exposing themselves to unnecessary risks, compromising their safety and physical integrity. It is important, therefore, that viable alternatives are explored to overcome this difficulty and guarantee the protection of students. (KUNZ, 2004)

Another important challenge is the constant change in safety guidelines and protocols. Teachers must monitor updates and changes to protocols to ensure that proposed activities comply with safety standards and that students are protected from injury. In order to overcome these challenges, physical education teachers can adopt creative and innovative strategies to motivate their students to maintain a physical activity routine at home. They can use platforms



video to share exercise routines and tutorial videos that students can easily follow at home. In addition, they can organize online activities that involve friendly competitions between students and encourage family physical exercise.

Still in this sense, remote teaching in physical education presents several challenges, including the difficulty in maintaining continuity of teaching. However, by adopting innovative strategies, teachers can overcome these obstacles and ensure that their students continue to develop their physical abilities and maintain a healthy lifestyle.

Remote education presents several challenges, especially when it comes to maintaining physical activity. As is known, regular exercise is essential to preserve and improve health, in addition to preventing illnesses in any individual, regardless of age. However, during remote learning, students may struggle to maintain a regular physical activity routine, which can lead to physical and mental health problems.

Furthermore, remote education presents several challenges for the learning process. The lack of personal interaction with peers and teachers can negatively impact students' ability to absorb knowledge and apply it to their activities. Furthermore, technological limitations can hinder access to educational resources and practical activities, which can lead to students' lack of motivation and interest.

Another challenge is the lack of constant supervision and guidance from teachers during the learning process. In a face-to-face environment, students have the opportunity to interact with their teachers and clarify doubts in real time. However, during remote learning, there may be difficulties in getting help and guidance quickly, which can lead to delays in learning and frustration. Additionally, frequent changes in safety guidelines and protocols can affect the planning and execution of educational activities. Teachers may have to quickly adapt to new requirements and guidelines, which can be challenging and require a lot of effort.

Another point to highlight is that it is essential to emphasize that regular physical activity has fundamental relevance in promoting a long-lasting and healthy life. Furthermore, it provides a series of physiological, psychological and social benefits that are capable of considerably improving quality of life. However, physical education faces a series of challenges in remote teaching that need to be overcome to ensure that students continue to improve their physical skills and maintain a healthy lifestyle.

The challenges of remote teaching for Physical Education are many and complex. The concept of this discipline in Basic Education goes beyond simple physical preparation, as it contributes to the development and integral formation of human beings, from conception to full maturity. It is essential to recognize that Physical Education promotes the improvement of the student as a critical and reflective citizen, and not just as an athlete or practitioner of physical activities. (KUNZ,2004)

Still in this context, it is crucial that classes are taught by trained and qualified professionals, in order to promote comprehensive and quality education. This perspective highlights the importance of Physical Education in the formation of healthier, more conscious and participatory individuals in society, and emphasizes that its relevance goes far beyond physiological benefits. However, remote teaching brings numerous obstacles to Physical Education, such as the lack of adequate equipment, the difficulty of monitoring and evaluating student performance, and the need to adapt activities to a virtual environment. Furthermore, remote teaching can compromise students' social development, as interaction with peers is a crucial aspect of this discipline. (ARAUJO, 2017)

Furthermore, it is necessary to find creative and effective solutions to overcome current challenges and ensure that students continue to develop their physical and cognitive skills, in addition to becoming critical and reflective citizens. To maintain the quality of Physical Education teaching, even in a teaching context, remotely, educational institutions and teachers must be flexible and adaptable to the needs of their students. students, seeking viable and accessible alternatives. (FARINATTI, 1995)

Furthermore, in the context of remote teaching, we face significant challenges in maintaining the quality of Physical Education teaching. However, it is important to remember that the activities carried out during classes offer a favorable environment for the development and improvement of motor skills. Although physical development is an essential component, Physical Education classes have even greater potential, as they can contribute to the comprehensive training of students, promoting cognitive, emotional and social development. (MELLO,2020)

Furthermore, it is essential to find creative and effective solutions to overcome these challenges and ensure

that students continue to improve their physical and cognitive skills, as well as their formation as critical and reflective citizens. Educational institutions and teachers need to be flexible and adaptable to students' needs, seeking viable and accessible alternatives to maintain the quality of Physical Education teaching, even in a remote teaching context. (GONÇALVES, 1994)

Despite the difficulties, it is important to highlight that Physical Education classes play a role fundamental in the development of students, offering a playful and challenging environment for the learning and development of motor skills and competencies, as well as for the individual's comprehensive training. Furthermore, physical activities are not limited to just developing physical skills, but can also educate, improve and improve them through movements performed during classes. (ZABALA, 1998)

In the context of remote education, the careful selection and inclusion of relevant and impactful activities for the development of fundamental motor skills during the first cycle of Elementary School is a significant challenge for the planning of Physical Education classes. Such activities are crucial for the completed training of students, as they contribute to the development of connected skills and improvement of physical, cognitive and socio-emotional capabilities.

Therefore, a careful selection of activities is necessary that considers the individual and collective characteristics of students, their needs and interests, in addition to promoting interaction and involvement of everyone during classes. As a result, these selected activities can play a significant role in the learning and development process of students, offering a conducive environment for the acquisition of fundamental motor skills and for the individual's comprehensive training, even in the context of remote teaching. (FELCHER, 2021)

However, this teaching modality also offers opportunities for Physical Education to explore new ways of promoting the physical, cognitive and socio-emotional development of students, through the use of technologies and activities adapted to the remote context. These opportunities include the possibility of promoting regular physical activity at home, using technological resources to expand the variety of activities and creating spaces for interaction and dialogue on issues related to health and well-being. There are still challenges to be faced, but it is possible to see new opportunities in remote teaching for Physical Education to reinvent and expand its role in student training. (MELLO, 2020)

3.CONCLUSION

The transition to remote teaching brought significant challenges to Physical Education, as group physical and sports activities became unfeasible. However, adapting the discipline to the remote context also brought opportunities for innovation and creativity in promoting physical activity and the integral development of students. The use of technologies and activities adapted to the remote context, such as recorded classes, live classes via videoconference and activities that can be carried out at home, have been increasingly used by Physical Education educators.

Furthermore, dialogue with the educational community, including students, families and health professionals, has been fundamental in identifying the specific needs and challenges faced by students during remote learning. In this sense, it is important that educators and educational institutions continue to invest in creative solutions adapted to the remote context, aiming to guarantee the promotion of physical activity, health and well-being of students.

To overcome the challenges of Physical Education in remote teaching, it is important that everyone involved in the educational community actively collaborates. Physical Education educators must seek creative solutions adapted to the remote context to keep their students active and engaged, promoting students' health and physical and mental well-being. Students, of course, must be willing to participate and get involved in the activities proposed by teachers, even if remotely.

Furthermore, families also play an important role, supporting and encouraging their children to participate in the activities proposed by Physical Education teachers and ensuring that they have a suitable environment to carry out the activities. Health professionals, such as doctors and physiotherapists, can also contribute by providing guidance and suggestions for physical activities that can be carried out at home, without compromising the health of students.

Furthermore, it is important that educational institutions offer technical and pedagogical support to Physical Education teachers, so that they can successfully adapt their activities to the remote context. In short, overcoming the challenges of Physical Education in remote teaching and requires the collaboration of the entire



the educational community, to ensure that students continue to develop fully, even in the face of the difficulties imposed by the pandemic.

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6

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