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EDUCATION AND THE USE OF DIGITAL TECHNOLOGIES TO RAISE AWARENESS OF BODY PRACTICES AND ADOPTION OF AN ACTIVE LIFESTYLE BY HIGH SCHOOL STUDENTS

EDUCATION AND THE USE OF DIGITAL TECHNOLOGIES FOR AWARENESS OF BODY PRACTICES AND ADOPTION OF AN ACTIVE LIFESTYLE BY HIGH SCHOOL STUDENTS

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SUMMARY

School physical education includes different bodily practices in its teaching structure. These practices must be developed throughout basic education in a meaningful way, respecting the limits and social and cultural values of individuals. Despite its importance as a curricular component, many students, especially in high school, do not take the practical part of the subject, which constitutes a challenge for teachers. In this sense, an alternative that is relevant is the use of digital technologies as a tool to complement the practical classes of the subject, so that even those students who are unable to attend classes due to work can be covered. Therefore, this article aims to discuss awareness of bodily practices and the adoption of an active lifestyle, in the context of physical education, through digital technologies, for high school students. It is believed that expanding discussions and educational practices in a more interactive and conscious way tends to contribute to teaching and learning in a significant way and motivate students to adhere to activities in their daily lives.

Key words: Body Practices; Technologies; Lifestyle.

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ABSTRACT

School physical education includes different body practices in its teaching structure. These practices must be developed throughout basic education in a meaningful way, respecting the boundaries and social and cultural values of individuals. Despite its importance as a curricular component, many students, especially in high school, do not take the practical part of the subject, which is a challenge for teachers. In this sense, an alternative that is relevant is the use of digital technologies as a complementary tool to the practical classes of the discipline, so that even those students who are unable to attend classes due to work can be contemplated. Thus, this article aims to discuss the awareness of body practices and the adoption of an active lifestyle, in the context of physical education, through digital technologies, for high school students. It is believed that broadening discussions and educational practices in a more interactive and conscious way tends to contribute to teaching and learning in a meaningful way and motivates students to adhere to activities in their daily lives.

Keywords: Body Practices; Technologies; Lifestyle.

1. INTRODUCTION

Physical education is part of the basic education curriculum in Brazil, however, Almeida and Cauduro (2007) point out that the lack of interest in the subject has increased over time, especially in adolescence, where many students begin to combine study and work, and point to the perception that this curricular component is less important than the others.

Martins (2017) mentions that in this phase of development, adolescence, conflicts are constant, at home, at school, as well as in different living spaces, as these conflicts are the result of the discoveries and frustrations inherent to this phase, which requires greater preparation and dedication on the part of teachers to encourage class attendance and the teaching-learning process.

All these aspects contribute to the fact that many high school students do not complete the practical part of the subject, which can harm an important component, highlighted by the





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National Common Curricular Base (BNCC) for this phase of teaching, which is reflection on the potential and limits of the body, the active lifestyle and movement components related to maintaining health.

This component is expressed for this phase of schooling, due to the fact that it can be decisive for the construction of a personal lifestyle. Adolescents, still undergoing social, cultural and emotional development, move into adulthood, where they may have a lower risk of obesity, cardiovascular diseases and have better physical health and disposition, if they adopt an active lifestyle and understand the advantages of practices of movement. Likewise, those students who are already adults can benefit from the practice.

Still in the context of high school, a survey by the Ministry of Education – MEC (2016), showed that 60% of the population between 15 and 29 years of age, reconciled study and work at some point, a high percentage that mainly highlights the reality of young people and adults over 18 years old.

However, Brazilian legislation allows exemption from physical education in the following cases: students who work longer than six hours, students over 30 years of age; students who perform initial military service or are required to practice Physical Education in a similar situation, students who are unable to do so due to health reasons, who must present a medical certificate, and students who are pregnant or have children. (BRAZIL, 1996)

Given this scenario, it is necessary to discuss strategies that attract students' attention, showing the importance of the subject's content and making the subject's classes more attractive, dynamic and providing opportunities for students who do not take the practical part of the subject because of reason for work, more interactive contact with physical education.

One of these strategies is the use of technology as a teaching tool, as according to Brasil (2015), technology can be used as a complementary component in raising awareness, mobilizing and motivating students regarding the importance of body movement practices, the benefits of adoption of an active life, especially in relation to aspects of physical health, and the reflection of these aspects in your personal and social life.

Martins (2017) states that when the student understands the importance of physical education content, giving meaning to their reality, they tend to incorporate greater





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commitment to learning. Which leads us to understand that awareness tends to provide a basis for these students to reflect on their practices and lifestyle, provides solid information, motivation that makes sense, and adoption of an active lifestyle, in a conscious way.

2. WORK DEVELOPMENT

School Physical Education in High School: body practices and adherence to an active lifestyle

Physical education has undergone different perspectives in its conception throughout history. According to Lima (2015), the discipline was shaped by militaristic and hygienist perspectives, where the concern was to develop hygiene and health habits among the population, with the aim of developing a society with healthier bodies, less susceptible to diseases.

Other perspectives cited by the author are the military, technical and sporting perspectives. The military perspective emphasized the training of strong and healthy young people, capable of defending the homeland, maintaining order and obeying orders. From a technical perspective, young people should be trained to improve their productive capacity, providing the country with a strong and healthy workforce. The sporting perspective emphasized high-performance techniques, encouraging high-level sporting competitions and valuing the emergence of high-performance athletes.

These roots portray history and justify the fact that many people view physical education with outdated concepts, such as elitist, that the strongest excel, gender differences in sports, among others. However, Brasil (2015) states that this conception has been demystifying for a long time, physical education is necessary for everyone, and a mandatory curricular component in basic education, and has a role of reflection and fundamental knowledge in secondary education.

In Brazil, 21.9 million students were enrolled in secondary education in 2019, of which 89.2% were young people aged 15 to 17, 32.4% were young people and adults aged 18 to 24, and 4.5 % were adults aged 25 and over. (IBGE, 2019). So that most of the





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enrolled, were in the transition phase to adult life, with physical education at this stage being an important component of the integral formation of the human being, contributing to learning, social relationships and citizenship. (IMPULSIONA, 2019).

In this sense, the National Common Curricular Base – BNCC, reports that “Physical Education allows students to explore movement and gestures in bodily practices from different cultural groups and analyze the discourses and values associated with them”. (BNCC, 2018, p. 483). Within this dynamic, several curricular components are explored, games, games, dances, gymnastics, sports, fights and adventurous body practices.

Each component is worked towards the corresponding level of education. In high school, these components are worked on with the aim of providing students with greater reflection on body movements, the limits of the body, and the relationship between active life practices and issues related to health. (BNCC, 2018).

According to Brasil (2015), bodily practices are bodily expressions of individual or collective movement, represented in forms of games, dances, sports, fights, gymnastics, among others, where regional beliefs and values must be considered. However, working on physical education in high school is a daily challenge for teachers, managers and teaching staff in general, as according to Almeida and Cauduro (2007), lack of interest in the subject is increasingly common, which is evident from the growing number of requests for exemption from practical classes.

Law No. 9,394/1996 (Lei de Diretrizes e Bases da Educação Nacional – LDB) allows high school students to request exemption from practical classes, given specific situations: students who work longer than six hours, students aged over 30 years old; students who perform initial military service or are required to practice Physical Education in a similar situation, students who are unable to do so due to health reasons, who must present a medical certificate, and students who are pregnant or have children.

The big problem is that many students take advantage of these situations to “escape” physical education classes, which can make teaching deficient.

Another challenging point is the cultural issue, as according to Brasil (2015), it is necessary to understand that each region has a different culture of movement, which is reflected in dances, music, popular games, so that body practices brought by



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physical education need to take this factor into consideration, in order to give meaning to the practice.

Technology is another point to be mentioned, Isse and Seibel (2017), report that with the amount of electronic games, social networks and interactive life that we have in today's world, especially among young people, bodily practices can be at a disadvantage. secondary, being considered obsolete, or less important for this clientele, and it is the role of teachers and schools to use this technology in favor of the teaching and learning process.

Brasil (2015), also points out that increasing age is a factor in reducing body practices, largely due to young people's early start in the job market, and the lack of previous training that would strengthen the construction of a daily life favorable to practices body, which favors the change of interest.

All these challenges need to be overcome with great commitment by the entire team responsible for the school, especially the physical education teacher. Well, there is a lot of talk about physical activity and its benefits for maintaining the health of the body and mind, but in practice the reality is not always like this.

Fatigue from work, household chores and taking care of children are the major challenges highlighted by adults when asked about physical exercise. Research by the Ministry of Health shows that in 2019, 39.0% of adults in Brazil maintain an active life, with men having a higher percentage of movement compared to women, 46.7% and 32.4%, respectively.

But what is actually taken into consideration when deciding to lead an active lifestyle? Brasil (2015) points out that knowing movement practices and appropriating the benefits can be the starting point for making this practice routine.

In this sense, Silva Neto (2019), points out that a good physical education class can influence adherence to an active life, however, there are negative factors that go beyond personal desire and good influences, which can constitute obstacles to this practice, such as the lack of public leisure spaces and lack of public security.

It is up to the teacher to understand reality and discuss real possibilities with students, because according to Martins (2015), the incorporation of bodily practices by young people and adults, in the sense of having an active life, may depend on the level of significance, the meaning





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that this practice provides in the student's reality.

Understand social support in leading an active life; understand that these students who have had the experience of practicing body movement are more likely to lead an active life; understanding that the availability of easily accessible spaces to practice body movements, as well as the feeling of security tend to contribute to the adherence to an active life, are fundamental notes brought by Brasil (2015) to think about an active life.

Emphasizing the benefits of body practices is also fundamental in adhering to an active lifestyle. Among the benefits, the prevention of chronic diseases and diseases linked to a sedentary lifestyle, such as hypertension, diabetes, obesity, heart disease, stands out, as well as influencing the improvement of sleep, muscle strength and social relationships, especially among teenagers. (BRAZIL, 2015).

In addition to these benefits, it is important to emphasize that the experience of bodily practices in the school environment is a right for children, young people and adults, guaranteed by the LDB (1996), which aims to guarantee a comprehensive education in order to provide reflection on the body, corporeality, gender and their relationship with the world.

In this sense, the Ministry of Education advises that to encourage the practice of an active life, as education and health professionals, "we need to work towards building with them the understanding that it is necessary to create a culture of bodily practices in the middle of the territory shared between education and health, including at school and in the health unit". (BRAZIL, page 11).

So the idea of sharing, of the collective, of the social, of the whole, is evident, that is, active life is a way of living, of wanting to live well and healthily, it is not an individualized practice, nor can it be incorporated suddenly. Firstly, awareness, improvement, example, support and commitment are needed to adhere to these practices, functions that must be influenced within the school environment.

Digital technologies as a complementary tool for raising awareness of bodily practices in high school



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Technologies are a reality in today's world, high school students make frequent use of technologies, through the internet with the use of cell phones, tablets, computers, notebooks, applications with different purposes, among others.

In this scenario, education needs to update to meet the needs of students in the technological world. Carvalho Junior (2017), highlights the importance of technologies for educational processes, such as pedagogical practices, class planning, the organization of curricula and the structuring of courses and their contents.

In the context of physical education, Isse and Seibel (2017) state that technologies bring physical education knowledge closer to the reality of students, taking into account culture, language and everyday practices.

In this sense, Isse and Seibel (2017) carried out a study with 20 students from a public school in Rio Grande do Sul. The study consisted of action research, where the authors used different applications during the intervention with the students.

Filming applications were used, 360-degree photographic recording applications aimed at recording various bodily practices, applications to measure distance covered, speed and calories spent in running and walking activities, use of video games with motion sensors, used in simulation of sports and dance practices, and random image applications with images of different gymnastics positions, easily reproduced by students.

The researchers concluded that the class's involvement in the activities enabled greater interaction with colleagues and support for the group, facilitated the reflection of movements by the students themselves and helped in the understanding of some concepts, provided the opportunity for students to have contact with game modalities and dances that they were unfamiliar with, and showed that the practice became more attractive after the intervention through digital means, which encouraged the socialization of practices experienced in digital means.

Another way of using technology in physical education classes is evidenced in the study by Carvalho Junior (2017), which is hybrid teaching, where there is a mix of face-to-face teaching and remote teaching. In this process, the teacher can use technology to expand discussions in practical classes and complement the construction of knowledge, through different themes that contribute to the teaching and learning process.





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According to the author, some care is necessary in this methodology, such as specific planning for each topic to be discussed and how to insert it into this digital medium, parental consent and assistance, in the case of minors, and commitment to the activities, in the case of adults, and the establishment of deadlines and rules for participation in activities. Just like in face-to-face teaching, the teacher continues to be the driver of teaching, proposing activities, raising discussions and instigating the construction of knowledge.

Studies show that technology can provide positive teaching experiences, so that both in face-to-face classes and in hybrid teaching, technology has a lot to offer physical education students, especially with regard to discussions to raise awareness and reflection on bodily practices, even for those students who do not practice the discipline because they combine work and study, which can encourage these students to adopt an active life.

However, when talking about the use of technology as a complementary tool for teaching, Porto (2006) says that it is necessary to consider the social and economic issues that students experience in their homes, and the support that the school has to offer in this regard.

But in general, most of the applications and digital platforms that allow workshops, meetings and meetings to be held are free and easily available on cell phones, tablets and notebooks. These devices are widely used by young people and adults in high school. (CARVALHO JUNIOR, 2017).

Thus, technology is available and it is up to the school and teachers to make appropriate use of it to build knowledge.

3. CONCLUSION

Aligning the technology and versatility of the virtual world with movement theory and practice tends to provide students with more interaction, an attractive environment and more motivation to participate in physical education classes and join an active lifestyle.

It is believed that expanding discussions and educational practices in a more interactive and conscious way tends to contribute to the teaching and learning of the subject in a significant way, which tends to motivate the student to join the activities in their daily lives.



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This significance also tends to contribute to the subject teacher, as it can provide a different methodology for their students, enriching their experiences and opportunities to work with high school students.

Raising students' awareness of the importance of bodily practices and encouraging an active lifestyle, using digital technologies as a tool, are possible objectives that have a lot to contribute to the daily lives of high school students.

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