

School physical education in the final years of elementary school: The role of sport as a socialization tool

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ABSTRACT

School Physical Education, in the context of the final years of Elementary School according to Silva and Souza (2023), plays a fundamental role in the integral development of students, as the discipline is not only paramount in the physical aspects, but is also important for the social and emotional aspects. This points out that Physical Education classes not only contribute to the improvement of physical condition, but also have a positive impact on students' social interaction, the development of emotional skills, and the construction of healthy interpersonal relationships.

Keywords: School physical education, Social interaction, Sport.

INTRODUCTION

School Physical Education, in the context of the final years of Elementary School according to Silva and Souza (2023), plays a fundamental role in the integral development of students, as the discipline is not only paramount in the physical aspects, but is also important for the social and emotional aspects. This points out that Physical Education classes not only contribute to the improvement of physical condition, but also have a positive impact on students' social interaction, the development of emotional skills, and the construction of healthy interpersonal relationships.

School Physical Education is unquestionably a vast and dynamic field, reflecting the expressive academic interest and the intrinsic importance attributed to the discipline in the Brazilian educational context. Authors such as Silva et al. (2022), Bego and Dos Anjos (2020), Melchiades and Silva (2016), highlight the complexity of socialization and school education, highlighting persistent challenges.

For Cunha (2007), sport is a very important instrument in the construction of social values and some skills such as: teamwork, discipline, collaborative work, interpersonal relationships, in addition to

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developing respect, when the teacher uses sport in a didactic way, leading him to a vision of concepts and attitudes.

According to the studies of Sanches and Rubio (2011), sport as a means of rescuing adolescents and young people in situations of social vulnerability, using sport as an educational means so that the individual develops, in addition to the practice of sports, which is already beneficial in itself, other apparatuses of social inclusion that facilitate their relationships in the environment where they live, such as the strengthening of friendships between rival groups, solidarity, respect, which highlights the sport as an instrument of such effectiveness for socialization.

The aforementioned authors also expose that school physical education, as well as other disciplines, has a role of critical social relevance, that is, it contributes to the adjustment of the individual in the molds of society, teaching him to respect rules, values, in order to develop behaviors for living in groups with harmony and respect for others.

Silva and Silva (2014) state that sports projects, in schools and outside them, enable interventions that collaborate in the behavior of children, adolescents and young people, in the family, in the social environment and at school, contributing efficiently to their socialization in the social environment.

For Sena and Lima (2009), sports practices, when worked on in physical education classes in a systematic and reflective way, lead to a "motivational" awakening, favoring the socialization of these sports practitioners, which goes beyond physical well-being as well as in socio-affective areas, such as: self-esteem, discipline, respect, among others.

Goleman (2012) points out that all these feelings and sensations that drive behavior and consolidate the conduct of the student need to be stimulated and reflected, such as: the joy of winning, the awareness of losing, anger, joy, empathy, otherness, respect, are contents that are present in sports, and can be discussed critically in physical education classes.

Sport is used as a form of socialization in School Physical Education. Authors such as Silva et al. (2022), Bego and Dos Anjos (2020), Melchiades and Silva (2016) highlight the complexity of this process and the persistent challenges involved. Sport promotes social interactions, cooperation, and communication skills, as well as developing values such as concentration and discipline.

In view of the above, the guiding question of this study is based on what is the effect of sport on the socialization of schoolchildren?

OBJECTIVE

The objective of this study is to analyze sport as an instrument of socialization in School Physical Education in elementary school.



METHODOLOGY

This study is an integrative review. For its elaboration, we searched for articles in the following databases: Capes Journal Portal, Latin American and Caribbean Literature in Health Sciences (LILACS) and Scientific Electronic Library Online (SciELO).

The search strategy adopted was designed to identify studies that comprehensively addressed the intersection between School Physical Education, Sport and Socialization in the final years of Elementary School. Thus, the research was conducted in a systematic and integrated manner, incorporating the descriptors used for the survey in the literature: "School Physical Education and socialization", "Socialization and Physical Education and sport", "Physical Education, Sport and socialization", "Physical Education, socialization and Integral Development".

The choice of publications prioritized applied articles published between the years 2013 and 2023. This range was selected in order to cover recent research contextualized with contemporary educational practices, incorporating more up-to-date findings aligned with recent social and educational dynamics.

This approach allowed for a more comprehensive understanding of the various nuances related to School Physical Education, Sport and Socialization, while also offering the opportunity to identify specific studies that addressed each of these dimensions in a more in-depth way. The process of selecting and filtering the results followed pre-established criteria, such as relevance of the study and year of publication.

Regarding the exclusion criteria, articles with a publication date prior to 2013 and greater than 2023 were excluded, as the study focused on more recent studies. Articles that did not address in a substantial and specific way the themes related to School Physical Education in the final years of Elementary School, with emphasis on the role of sport in socialization, as well as publications that were not written in Portuguese, were also excluded.

DEVELOPMENT

Initially, 39 relevant articles published in the last 10 years were found in these databases. However, to ensure the quality and relevance of the selected articles, it was necessary to apply inclusion and exclusion criteria. After applying these criteria, 34 articles were excluded due to irrelevance to the theme and repetition, resulting in 5 articles, taking into account the abstract of the texts and their full reading. As we can see in table 01 below:

Chart 01: presentation of the articles selected in the study.

AUTHOR/YEAR	OBJECTIVE	RESULTS	CONCLUSION
France Junior (2019)	To analyze the practices of sport in school physical education for the socialization of schoolchildren.	The different approaches that makes up the work affirms the contribution of sport as a tool for socialization of the schoolchildren, and some authors refer to the care so that the games do not become problems such as the winners standing out to the losers. In this sense, it needs active educators, striving for a reflective practice that goes beyond games and play.	It concluded that sports in schools bring several benefits to students of a socio-affective nature, and strengthening of values such as respect, interpersonal relationships and citizenship formation.
Santos (2014)	To investigate futsal as a factor of socialization among students in School Physical Education.	Futsal is a facilitating element of socialization, its practice should not be only with a professional or high-performance focus, it needs to be worked with other dimensions, and mainly, with other functions that are capable of contributing to the formation of autonomous, critical people, influencing their behavior and contributing to their formation as citizens.	The research states that sport, through futsal, is an important socializing agent for schoolchildren in physical education classes, where its practice implies within and outside the school environment.
Silva (2022)	To analyze school sports practice as a socializing instrument after the isolation.	It highlighted the importance of school sports practice as a socializing instrument after isolation.	It concluded that sport is a powerful reinforcer of self-esteem and facilitator of strengthening bonds and socialization, contributing directly to the recovery of isolation and low esteem.
Da Silva et al (2022)	Evaluate sport as a tool For socialization of Adolescents Residents of outskirts.	He identified sport as a tool for the socialization of adolescents living in the periphery.	He concluded that through of the social projects sport is an instrument of rescues of adolescents and young people at risk, which favors the socialization and inclusion of the same in the social environment.
Sedorko and Finck (2017)	To explore the senses and meanings of sport in the context of School Physical Education.	The research highlights the pedagogical practices in physical education classes, where it is based on the pedagogy of sport as an educational practice for the development of physical and social skills.	The study points out the efficiency of sport and the need for sport in school physical education classes, however it shows how much the pedagogical practice in classes decontextualizes sport as a socio-interactive educational discipline.

Source: authors, 2023.

DISCUSSION

This study chose to refer to sport as a socializing agent for elementary school students, highlighting some statements relevant to the benefits arising from sport in physical education classes for this public.

To this end, França Junior (2019) makes a statement of sport as a socialization instrument for schoolchildren, in which he evidences futsal more precisely. It highlights some particulars of the sport as



being one of the most popular sports among students, in which the possibilities of working on values, empathy, healthy competition, topics focused on values and sociable behaviors in education classes, highlighting the affirmation of the benefits of sport in the sociability of schoolchildren, both in the social and affective issue of them.

Silva (2022) affirms the importance of the presence of sport in physical education classes as a socio-educational element in this process. In this same context, França Júnior (2019) states that the practice of modalities that involve team sports at school, are not only high-performance, school competitions and exclusion, they contribute to the formation of affective bonds, social interaction, respect for rules and citizen formation.

In this sense, well-designed classes in a correct and creative way, created by up-to-date professionals who are really engaged in the educational and socialization process, can awaken the student's motivational factor, are important in the process of affective, cognitive, critical, motor and social development of the student.

However, França Junior (2019) also warns, for greater effectiveness of positive results, it is necessary that physical education classes go beyond the tactics of games and play, but that they are also focused on a pedagogy of sport, reflective and interventionist with regard to the sociability of students.

The role of sport as a socialization tool in physical education classes and outside school is extremely important. In physical education classes, sport not only promotes physical health and well-being, but also encourages interaction between students, teamwork, and mutual respect. In addition, it provides an environment conducive to learning fundamental values, such as cooperation, overcoming challenges and valuing individual differences.

In this sense, Santos (2014) reinforces the statement when he reports the influence on the socialization of students during physical education classes. Through observations and interviews, the author identified that futsal acts as a facilitator of socialization, promoting social interactions, cooperation and teamwork. It highlights the importance of rules, when teachers agree on certain rules in the game, in this way students experience in practice the requirement of rules to live in society.

However, Sedorko and Finck (2017) point out that it is necessary to have a pedagogy of sport, in which it has set concrete objectives to be achieved both in the physical and social issues that can intervene in the student's life inside and outside the school. Thus, the importance of sport is perceived, observing the various benefits both in the school environment and outside it, such as discipline, respect for people and rules, collaborative behavior, among others. Silva (2022) also presents sport as a socializing instrument, after a period of isolation, that is, the strengthening of bonds between students and contributing to the physical and mental well-being of students.

Da Silva et al. (2022) address that sport has contributed to the inclusion of residents of the



periphery, when it encourages the socialization of the practitioner and strengthening of bonds, enabling spaces for socio-educational experiences and experiences in various spaces of the social environment, including the school and the community.

In this scenario, sport brings together several senses and meanings ranging from form of expression, socialization, healthy competition, development of motor skills and promotion of values such as teamwork and discipline, as stated by Sedorko and Finck (2017).

Based on the assumption presented by França Júnior (2019), school physical education, through sports, contributes to the socialization of individuals in various sociocultural contexts, and sport is evidenced as an instrument that facilitates this process, since it has the benefits of socialization.

It is in the Physical Education class that the indispensable principles for the development of the child's personality are worked on, such as cooperation, participation and coexistence. According to Baseggio (2011), the activities carried out in classes, especially team sports games, are instruments that facilitate the global development of children and adolescents, as they help in their interaction and socialization.

In this sense, the agreement of the authors França Júnior (2019), Silva (2022), Santos (2014), Sedorko and Finck (2017) is perceived, who emphasize that the socialization process is consolidated through sport, in various contexts, such as in the condition of isolation, we see sport as a means of emotional support and gateway to socialization, as well as to social inclusion.

Santos (2014) highlights that sport and participation in sports activities, as well as their relevance as a means of promoting socialization from the simplest to the most structured activities, not only educate and socialize, but also awaken skills, enable intellectual development and instigate confidence in individual potential. These sports practices develop and encourage core values such as team spirit, solidarity, discipline, and respect. In addition to the direct benefits, such as increased self-esteem and health promotion, Cunha (2007) points out that there are other indirect benefits, such as better school performance and a positive impact on behavior, both at school and in family life.

Silva (2022) also highlights the practice of school sports as a socializing instrument, in the author's view, sport emerges as an action that fosters social bonds in a way that acts by providing not only physical benefits, but also strengthening social bonds. For the author, school physical education and its practices are a socializing set, as sport is not limited to providing physical benefits, but emerges as an action that plays a significant role in strengthening social bonds.

Rizzo (2017) emphasizes that socialization among people during sports practice generates the occurrence of multiple values, both good and bad. Mainly because the objectives that motivate people to practice sports manifest themselves in very different ways in society, which points to the need to rethink possibilities of pedagogical intervention for the teaching of sports both in sports centers and in School



Physical Education, always valuing the initiation in sports in a gradual way and that brings pleasure to those who practice, causing a socialization of individuals, and a feeling of cooperation between them.

Silva et al. (2022) evaluate the effectiveness of sport as a tool for the socialization of adolescents. He says that the sports environment offers valuable opportunities for adolescents, often facing socioeconomic challenges, to integrate socially, build interpersonal relationships and participate in collective activities. In this way, the study highlights the importance of sport not only as a physical practice, but also as an effective means to foster socialization, especially among young people in peripheral communities, highlighting its transformative potential in challenging environments.

Outside of school, sport plays an equally relevant role in socialization, as it provides opportunities for people to come together, share common interests, and develop bonds of friendship. The practice of sports in clubs, associations or communities promotes social integration, helping to break down barriers and build a more united society.

The competencies of Physical Education in the National Common Curriculum Base (BNCC) are related to the development of motor, cognitive, social and affective skills of students. Among the general competencies of the BNCC, Physical Education contributes to the integral formation of students, promoting the understanding and care of their own bodies, the practice of physical and sports activities, the appreciation of body culture and the development of a critical and reflective posture in relation to topics related to corporeality. With regard to socialization, Physical Education plays a fundamental role in promoting interaction between students through collective activities, games, sports, and body practices. These experiences provide opportunities for students to develop cooperation, communication, mutual respect, teamwork and conflict resolution skills.

In addition, Physical Education can be a privileged space to address issues related to socialization, such as inclusion, diversity, respect for differences, and the promotion of gender equality. Through activities that value the participation of all students, regardless of their abilities or individual characteristics, Physical Education teachers can contribute to the construction of more inclusive and welcoming school environments.

Sedorko and Finck (2017) explain that sport in the context of School Physical Education not only promotes socialization, but also shapes students' perception of this practice. For the authors, it is important to incorporate a sports approach through games, highlighting the positive influence of sports pedagogy. By introducing a playful environment in sports activities, students have the opportunity to participate spontaneously, enjoying a pleasurable and motivating experience. This methodology not only promotes the development of physical skills, but also contributes to aspects such as affectivity, socialization, creativity, and morality.

Therefore, in physical education classes and outside of school, sport acts as a powerful catalyst



for socialization, contributing to the formation of more conscious, collaborative and supportive citizens. In addition, sport provides a favorable environment for socialization and integration among students, helping to create bonds of friendship and mutual respect. In this way, sport plays a fundamental role in the global formation of children, contributing to the development of essential skills for their personal and academic life and future insertion in society.

FINAL CONSIDERATIONS

The role of sport as a socialization tool is fundamental to promote integration, teamwork and personal development. Through sports, individuals from different backgrounds and cultures can unite around a common interest, creating bonds of friendship and mutual respect. In addition, sport teaches essential values, such as discipline, overcoming challenges and cooperation, which are essential for coexistence in society. In this way, it is evident that sport plays a crucial role in promoting social integration and the development of interpersonal skills.

The practice of sports contributes significantly to the integral development of children, promoting not only physical health, but also emotional, social and cognitive aspects. Sports in elementary school encourage healthy habits, promote discipline, respect for rules and others, in addition to developing motor and cognitive skills. Through sport, children learn about teamwork, overcoming challenges and dealing with victories and defeats, which are fundamental for the formation of their personality and character.

Thus, through the integrative analysis carried out, the study presented confirmed the importance of sport as an instrument of socialization in physical education classes in elementary school, and that its benefits extend beyond.

In this context, it is stated that sport is a socializing element and an attractive activity for young people, several other benefits that come from their socialization, such as the inclusion of young people at risk, strengthening of bonds and social values, as well as changes in observable behaviors inside and outside school that enable good social interaction.

Therefore, it is crucial that more studies are carried out on the role of sport as a socialization tool both in physical education classes and outside of school. A more comprehensive understanding of the social benefits provided by sports practice can contribute significantly to the development of more effective strategies for teaching and promoting sports as a means of social integration. In addition, such studies can provide valuable insights for the creation of public policies and community initiatives that aim to use sport as an instrument of inclusion and personal development. Therefore, conducting research in this regard is essential to amplify the positive impact of sport on society at large.



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