

The practice of sports activities of the students of the physical education course at the Federal University of Ceará during basic education



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ABSTRACT

This work discusses the practice of sports by students of the Physical Education course at the Federal University of Ceará (UFC), while they were attending basic education. For that, it is necessary to carry out a bibliographic survey capable of demonstrating the importance of sports activities in the formation of individuals in general, and, when we talk about future physical education teachers, this statement becomes more relevant, since school sports may be one of the most important tools within the body of knowledge that the future Physical Education teacher should have in his/her career; and a past practice of sports would be an important and even motivational factor in graduation. Faced with this problem, a text will be built based on qualitative and quantitative analyses, based on specialized bibliography in School Physical Education. The research will aim to collect data to understand the levels of sports practice by students of the physical education course at the Federal University of Ceará, as well as to analyze their sports preferences.

Keywords: School physical education, Sports practice in schools, Training.

1 INTRODUCTION

Currently, school physical education is inserted in basic education environments as a mandatory component. Such obligation demands a lot of attention from those who are inserted in the teaching-learning process, since the participation of students in classes may bring benefits or losses soon. According to Santos et al (2019) the schools, mostly have in their curricula, from one to three PE classes per week, lasting from 40 to 50 minutes. However, the number of classes may vary according to the educational institutions. From its insertion in Brazilian teaching centers, Physical Education was assigned the role of ensuring the improvement of students' health (MANTOVANI, MALDONADO E FREIRE, 2021). Thus, it is possible to affirm that school PE plays a fundamental role about the vital conditions for maintaining student health. However, in recent times, a portion of the students has shown some disinterest in the practical content taught in the classes, especially those related to the



performance of sports activities. Part of this is due to the methods adopted by some teachers, who in general prioritize a segregationist and individualized sports practice within the teaching context, as well as the existing structures in the national public-school scenario. A portion of the efforts to change the meaning of EFE were and continue to be built by the Curricular Guidelines of the area, from 1987, as well as by the dynamics of initial teacher education (FURTADO AND BORGES, 2020).

From this, it is possible that the relationship between sports practice in the context of basic education and the insertion in the undergraduate course in physical education have a close connection. To date, some studies indicate possible levels of physical activity practice by PE students. According to Da Silva et al (2021), research indicates a large predominance of physical activity among undergraduate students in physical education. Thus, this quantity may not be associated with sports practice, being limited to other scenarios of performance, maintenance and improvement of physical fitness levels, and especially the verification that this practice has also happened in the school scenario.

Physical activities, exercises and sports are factors that make adolescents like physical education (SANTOS et al, 2019). Thus, it is possible to say that the contact with sports practice in basic education may, or may not, influence the permanence of a student in the physical education course. The opportunities that condition boys to participate in school physical education are sports and physical exercise, while girls are physical fitness and health (SANTOS et al, 2019).

Thus, the need for an evaluation by a university community to analyze the conditions that established the relations with the sports environment in the lives of students who are part of the physical education course is highlighted.

2 METHODOLOGY

The present study used the GOOGLE FORMS tool to apply a semi-structured questionnaire of qualitative and quantitative character. In all, ten questions were established, divided as follows: eight closed questions (multiple choice) and two open questions (subjective). The questions sought to understand which student modality the participants were inserted (bachelor's or licentiate), in addition to understanding the shift of each of them (day or night). In addition, the questions focused on the previous life of those investigated, addressing themes related to the institutions in which they studied during basic education. In addition, some questions focused on the sports practices experienced during two stages of basic education (elementary and high school). The participants agreed to answer the questionnaire by presenting all the ethical commitments established by the researchers, preserving the identity and individual character of each participant.

The target audience of the present study is centered exclusively on students of the physical education course of the Federal University of Ceará, allocated within the Institute of Physical Education and Sports. During the application of the questionnaire, students of both sexes had access



to and answered the questions. The survey reached students from a variety of semesters, from freshmen to seniors. The data for the conception of the graphs were obtained through the answers present in the questionnaire, being later used the Excel program, from Microsoft, in the construction of these. It should be noted that the period available for completing the questionnaire extended from May 29, 2023 to June 10, 2023, that is, 12 days in total. A total of 31 students answered the questionnaire for data collection.

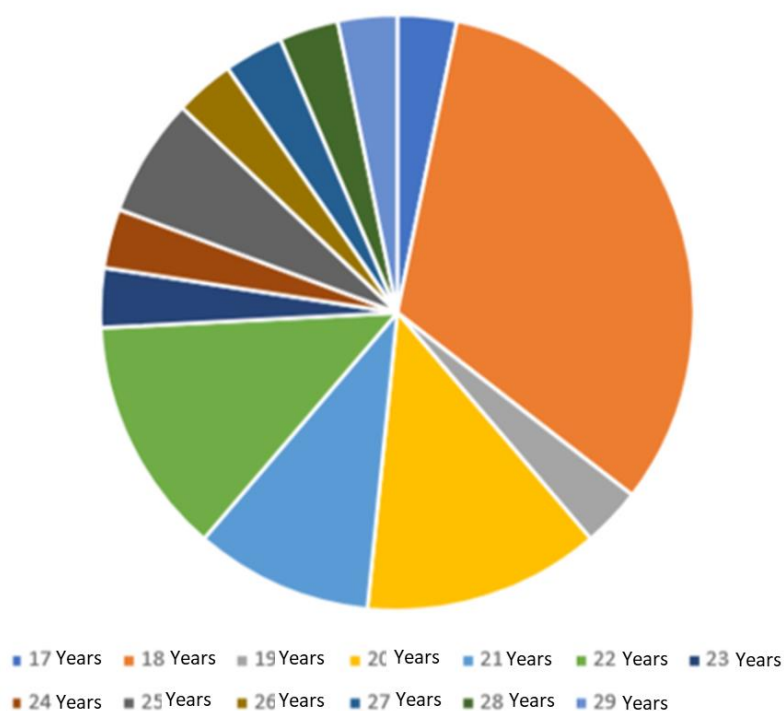
3 FINDINGS

3.1 THE FIRST QUESTION SOUGHT TO COLLECT THE GENDER OF THE PARTICIPATING INDIVIDUALS. BEING STRUCTURED AS FOLLOWS: 'WHAT IS YOUR SEX?'



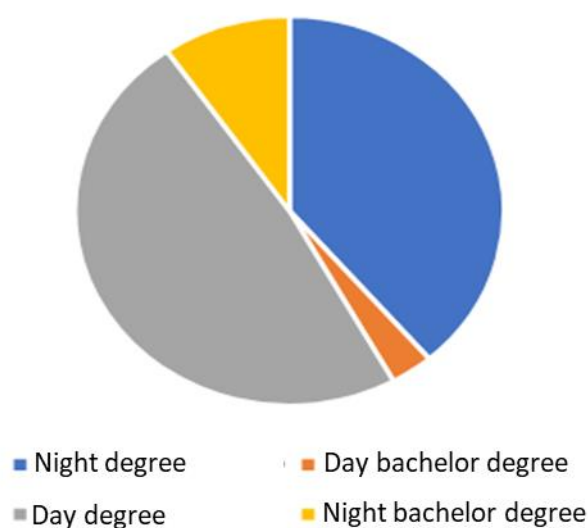
It was possible to observe a predominance of the female public, which represented 51.6% (16) of the total of respondents, while the male audience was slightly smaller, standing with 48.4% (15) of the respondent.

3.2 THE SECOND QUESTION SOUGHT TO ANALYZE THE AGE PROFILE OF THE PARTICIPANTS. BEING STRUCTURED AS FOLLOWS: 'HOW OLD ARE YOU?'



An age variation was observed, with the younger age being 17 years and the older age being 29 years. The age variation identified in the question may be related to the fact that the questionnaire reached students from the most diverse periods within the course, from freshmen to graduates.

3.3 THE THIRD QUESTION FOCUSED ON UNDERSTANDING IN WHICH MODALITY THE STUDENTS ARE INSERTED. BEING STRUCTURED AS FOLLOWS: 'WHAT COURSE ARE YOU ENROLLED IN?'



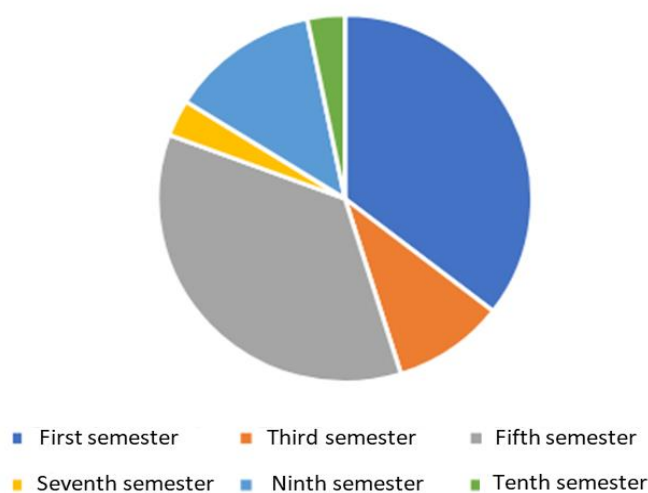


It was observed that 48.4% of the students investigated attended the daytime degree, and that 38.7% were inserted in the night licensure. However, the evening baccalaureate course represented only 9.7% of the participants, and the day baccalaureate held 3.2% of the public. According to Ghilardi (1998) it is emphasized that, both in the licentiate or Bachelor's degree, knowledge should be superior to simple bodily practice. Thus, the two modalities as a branch of science, present their due values in the production of knowledge with regard to bodily activities. Regarding the shifts, it is noteworthy that 48.4% of the students perform their academic activities at night, while 51.6% develop them in the day shift. Thus, it is noteworthy that there is a prevalence of students attending physical education in the morning and afternoon. According to Da Rocha, Dos Santos Coelho and Toledo (2019)

The higher education courses in physical education are represented in the same areas in both courses, the only difference being the inclusion of training disciplines in the degree and complementary disciplines in the Bachelor's degree, which function as electives of the degree.

Therefore, it is valid to say that the breadth of research for both modalities is extremely necessary, since there is no significant differentiation in the curricular matrices.

3.4 THE FOURTH QUESTION IS RELATED TO THE PERIOD IN WHICH THE STUDENTS WERE. BEING STRUCTURED AS FOLLOWS: 'WHAT SEMESTER ARE YOU TAKING?'

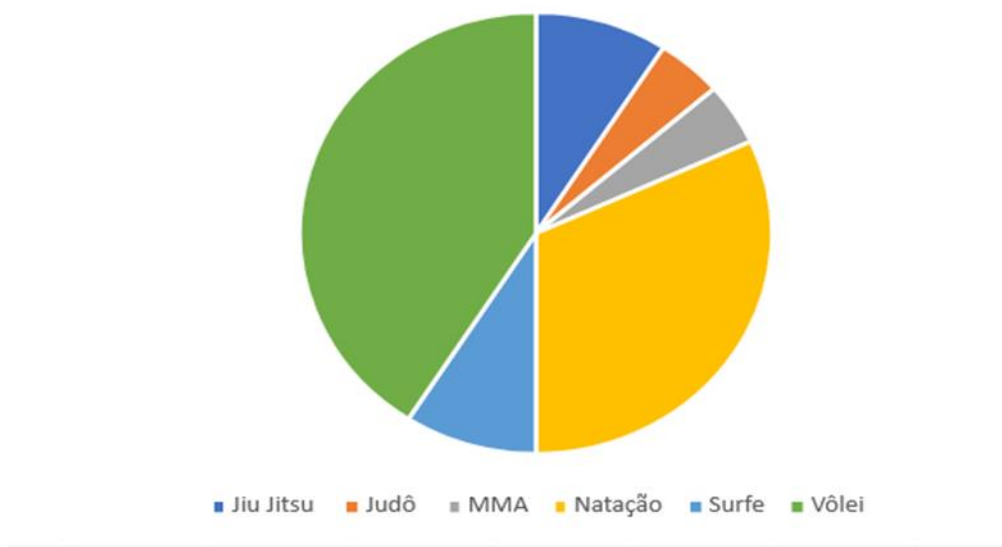


In this topic, it was observed that 35.5% (11) of the students belonged to the 1st semester, 35.5% (11) were in the 5th semester. Therefore, it was noted that the portions with the largest number of interviewees were from the initial period and the period referring to the beginning of the second half of the graduation, since the physical education course of the Federal University of Ceará is divided into 8 semesters, and the student can complete the same in up to 12. Consequently, 12.9% (4) of the interviewees were in the 9th semester, 9.7% (3) were in the 3rd semester, while 3.2% (1) were in the



7th and 3.2% (1) in the 10th. Given the above, it can be stated that the research was applied to students within a wide variety of school periods, showing the range of respondents.

3.5 THE FIFTH QUESTION FOCUSED ON UNDERSTANDING WHICH SPORT THE STUDENTS MOST APPRECIATE, THAT IS, INFERRING A SUBJECTIVE QUESTION TO RECEIVE FEEDBACK REGARDING THE STUDENT'S SPORTS PREFERENCE. THE QUESTION WAS PHRASED AS FOLLOWS: 'WHICH SPORT DO YOU ADMIRE THE MOST?'



In view of the above, it was possible to notice that the largest portion of the interviewees, that is, 29.03% (9) answered that volleyball is the sport they most admire, showing the influence that this modality exerts in the country. Soon after, swimming proved to be the second most appreciated modality by the interviewees, with 22.5% (7) of the total respondents. In addition, football still presented a significant number of admirers, with 16.12% (5) of the respondents. In addition, basketball, jiu-jitsu, and surfing presented the same percentage each, 6.4% (2), of the total public, totaling 19.2% of the sample. Finally, artistic gymnastics, rhythmic gymnastics, judo, mixed martial arts (MMA) showed the same percentage each, 3.22% (1) of the sample collected, totaling 12.88%.

In summary, it is noteworthy that team sports (soccer, volleyball, basketball) presented a higher prevalence in the students' responses, totaling 51.6% of the total number of students who collaborated. Thus, it is also valid to highlight the presence of water sports (swimming and surfing) as highlights in the research, totaling 29.03% of the sample. The fights (jiu-jitsu, judo, MMA) computed 12.9% of the total audience. Finally, gymnastics (artistic, rhythmic) complete 6.4% of the sample.

Thus, such information corroborates what Ramos, Valmor et al (2014, p. 241) states.

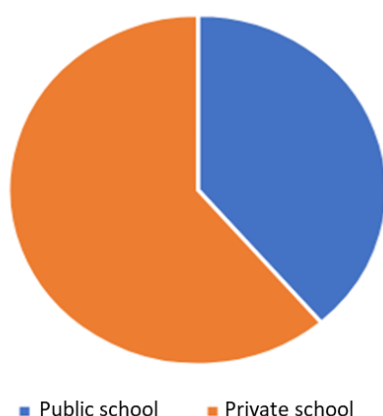
For the teacher trainer, these conclusions imply important pedagogical issues, such as the definition of the strategies that should be used to direct this previous knowledge in favor of



the process of reconstruction of experiences and the incorporation of new formal knowledge, particularly regarding the procedures and models of teaching of sports contemplated in the literature.

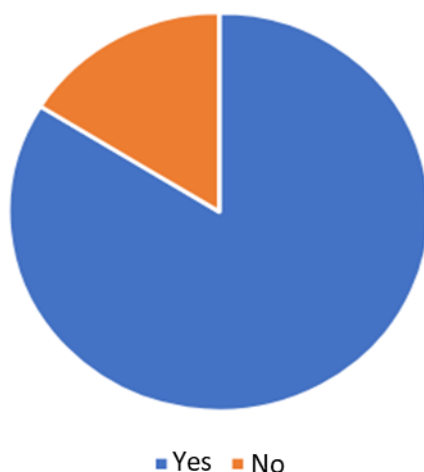
Thus, it can be assumed from the above, that future teachers at school physical education, can develop their work activities with greater vehemence from sports predilections that please them too much.

3.6 THE SIXTH QUESTION WAS RELATED TO THE INSTITUTION IN WHICH THE STUDENTS COMPLETED ELEMENTARY SCHOOL (PUBLIC OR PRIVATE). THUS, THE QUESTIONING WAS STRUCTURED AS FOLLOWS: 'WHAT KIND OF SCHOOL DID YOU STUDY AT DURING ELEMENTARY SCHOOL?'



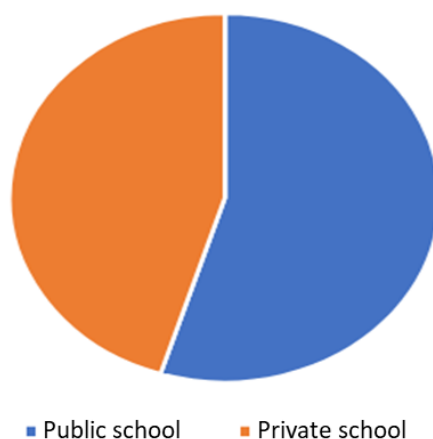
From the collection, it was possible to conclude that 61.3% (19) of the students of the course of Physical education at UFC attended elementary school in private schools, while 38.7% (12) of the students attended public schools. This fact demonstrates that most of the graduates of the undergraduate course in physical education of the Federal University of Ceará, studied in private schools during elementary school. On the other hand, a slightly lower percentage attended this stage of basic education in public schools.

3.7 THE SEVENTH QUESTION SOUGHT TO RELATE THE PRACTICE OF SPORTS ACTIVITIES BY STUDENTS WITHIN ELEMENTARY SCHOOL. BEING STRUCTURED AS FOLLOWS: 'IN ELEMENTARY SCHOOL DID YOU PLAY SPORTS IN PHYSICAL EDUCATION CLASSES?'



From the collection, it was possible to analyze that 83.9% (26) of the students claimed to have practiced sports activities in physical education classes during elementary school, while 16.1% (5) stated that they had not experienced these practices in physical education classes. For Moreira et al (2016, p. 825) it is necessary to reflect with the authorities of the area of education, public policies that guarantee an adequate number of hours per week, as well as the necessary conditions for physical education classes [...]. Thus, it is notorious a considerable percentage of absent participants in sports practices performed during elementary school, this fact can negatively influence future teachers around physical education, since the practical experience of sports modalities is central to the professional.

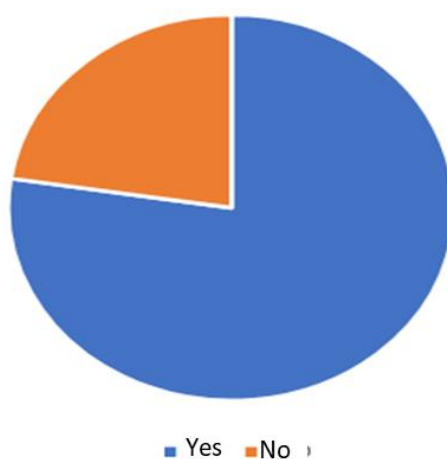
3.8 THE EIGHTH QUESTION AIMED TO UNDERSTAND IN WHICH TYPE OF SCHOOL THE STUDENTS ATTENDED HIGH SCHOOL (PUBLIC OR PRIVATE). THE QUESTION WAS STRUCTURED AS FOLLOWS: 'WHAT KIND OF SCHOOL DID YOU GO TO DURING HIGH SCHOOL?'





It was observed through the results obtained that 54.8% (17) of the students attended high school in public schools, while 45.2% (14) claimed to have studied in private schools. Thus, there is a considerable difference between the participants in relation to educational institutions, since most attended elementary school in private schools (61.3%), while in high school most of the public claims to have studied in public schools. Such numbers may point to a possible student migration in the shift from elementary school to high school.

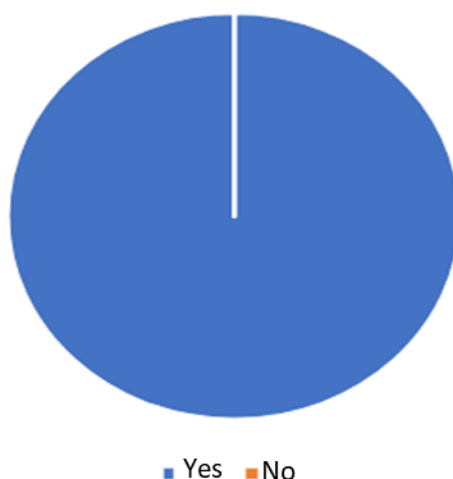
3.9 THE NINTH QUESTION FOCUSED ON THE STUDENTS' UNDERSTANDING OF THE PRACTICE OF SPORTS ACTIVITIES DURING HIGH SCHOOL. BEING STRUCTURED AS FOLLOWS: 'IN HIGH SCHOOL DID YOU PLAY SPORTS IN PHYSICAL EDUCATION CLASSES?'



From the results measured, it was found that 77.4% (24) of the interviewees claimed to have performed sports practices during physical education classes in high school, while 22.6% (7) said they had not. Regarding the absence of sports practices, high school obtained a higher number in relation to elementary school, presenting a variation of 6.5% in relation to the previous question. Thus, it is important to highlight that such data are worrisome, because, according to Maria, Guimarães and Matias (2009, p. 616) the instabilities marked in adolescence can offer dangers to lifestyle, determining habits that can affect adult life. Thus, the responsibilities that mark high school, such as the concern with regard to college entrance exams and life after school may be factors linked to the greater absence of students during the performance of sports practices in physical education classes in high school. It is also noted a relationship between the increase of students in public schools during high school, if compared to elementary school, approximately 16.1% more than in the previous phase of education.



3.10 THE TENTH QUESTION AIMED TO UNDERSTAND THE APPRECIATION THAT STUDENTS HAD FOR SPORTS PRACTICE IN PHYSICAL EDUCATION CLASSES DURING BASIC EDUCATION. BEING STRUCTURED AS FOLLOWS: 'DID YOU LIKE OR WISH YOU HAD PLAYED SPORTS IN SCHOOL?'



Considering that the students investigated are part of the Physical Education course. With the reference highlighted above, it was found that 100% (31) of the students liked or would have liked to have practiced sports activities in physical education classes during basic education. Considering that the students investigated are part of the physical education course of the Federal University of Ceará, it is observed that the practice of sports was, in some way, striking in their lives, acting directly or indirectly in the students' work choices.

4 FINAL CONSIDERATIONS

From the results found in the present study, it is possible to perceive the close relationship between the practice of sports activities in the school environment by the students of the Physical Education course of the Federal University of Ceará. This practice became more forceful during elementary school, a period in which 83.9% of the students reported having performed sports practices, while in high school, this number decreases to 77.4%. It is possible to emphasize that the students have left the sports practice in the background due to the parallel dedication with the studies to provide vestibular. However, despite the percentage difference, the number of practicing students remained high, showing a strong involvement of students with sports practices. In addition, it is important to highlight the relationship between the migratory flow of students to public education institutions in high school with the reduction of sports practice, in which there was an increase of 6.5%, which may represent an indication of lag in Physical Education classes in the public network.



On the other hand, it was found a strong presence of team sports (Basketball, soccer, volleyball) as some of the most admired by students, totaling 51.6% of the interviewed public. In general, the modalities presented as favorites are easily applied in the school context, either in nature or through adaptations involving some changes of materials or spaces, using what is within the reach of the teacher. In addition, wrestling and gymnastics are sports modalities indicated as preferred by some students, making up 12.88% of the interviewed public.

Thus, the sports experiences within the school may have been determinant in the choice of higher education by the students, since 100% of the interviewees claimed to have enjoyed playing sports within the physical education classes. However, Physical Education encompasses a range of very broad themes and areas of study, not restricted only to sports. However, in the school environment, the practice of sports brings several benefits to the health of those who perform it, in addition to influencing the daily choices in the contexts outside the teaching centers.

The present study had as limitation a sample delimited to a public reduced to a single educational institution, aimed at students of a single course, divided into two modalities. For future studies, we suggest a sample that includes Physical Education students from two or more educational institutions, whether public or private.



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