


School games: Challenges faced by physical education teachers - An integrative review

 <https://doi.org/10.56238/sevened2024.012-020>

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ABSTRACT

The realization of school games is a challenge for the school community due to the scarcity of financial resources and the effective participation of students and teachers. This study aims to analyze the challenges faced by Physical Education teachers in School Games, seeking to investigate in the existing literature their difficulties and possible solutions to ensure the effective participation of these events. The methodology used was the integrative review, with keywords such as "school games", "physical education teacher", "sports game", "difficulties" and "challenges". The databases consulted were Capes, Lilacs and SciELO. The results revealed obstacles such as a lack of financial resources and adequate infrastructure, including insufficient physical spaces and scarcity of sports equipment. These challenges negatively impact the holding of the School Games and demotivate both teachers and students. In conclusion, when analyzing the challenges faced by Physical Education teachers in School Games, four important points emerge: the need for adequate teacher training, the diversification of pedagogical approaches, the recognition of the benefits of games for student learning, and the promotion of inclusion and gender equality.

Keywords: Education, School Games, Teachers.

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INTRODUCTION

According to Arantes, Martins and Sarmento (2012), the trajectory of School Games and Physical Education in the Brazilian educational scenario has undergone a great evolution over the years. Changes over time include the expansion of the School Games from local events to a national dimension, and the recognition of Physical Education as an essential component in the integral development of students.

Over the decades, School Physical Education has evolved from an approach focused solely on traditional physical activities to recognizing its importance in promoting student health and well-being. This change has been accompanied by a greater appreciation of discipline as an essential component of integral education, with teaching methods that are more inclusive and adapted to the individual needs of students. In addition, the integration of educational technologies and interdisciplinary approaches has enriched the teaching of Physical Education, offering new opportunities for learning and engagement. These evolutions reflect a movement towards a more comprehensive and relevant Physical Education for contemporary demands (Carvalho; Trap; Vieira, 2024).

Neuenfeldt (2020) reports that the BNCC highlights the importance of a more comprehensive Physical Education, which goes beyond traditional physical activities, valuing the promotion of health, well-being, and continuous improvement of students' lives. The games fit perfectly into this perspective, offering opportunities for the development of health-related skills, such as body awareness, cardiorespiratory fitness, motor coordination, and the ability to make healthy decisions.

Arantes, Martins, and Sarmento (2012) explain that School Games and Physical Education play fundamental roles in the educational environment. The School Games are not limited to promoting the practice of sports among students, but also act as a means of fostering social values and ensuring integral development, providing experiences that go beyond the purely sporting aspects. The interconnection between School Games and Physical Education reveals a complex dynamic that, when understood and integrated effectively, significantly expands educational benefits.

In view of this, MOMMAD (2020) comments that the sports and educational context, permeated by social, economic, and political transformations, has shaped the way School Games and Physical Education are perceived and integrated into the educational environment.

The relationship between games, Physical Education and BNCC is related to the role of games as a pedagogical strategy in the teaching of the discipline, as guided by the National Common Curriculum Base. The BNCC highlights the importance of playfulness and play as pedagogical resources in Physical Education. Games can be used as tools to promote the physical, cognitive,



social and affective development of students, in addition to stimulating cooperation, teamwork, problem solving and decision-making. (Sena; Rodriguez; Morais Sobrinho; Dantas; Silva, 2016).

The introduction of school games as a pedagogical strategy in Physical Education is justified by its relevance in the integral development of students, promoting not only the practice of sports, but also the development of cognitive, social and affective skills. This approach is supported by the National Common Curriculum Base (BNCC), which recognizes the importance of playfulness and play as pedagogical resources in Physical Education, guiding teachers on the contents, objectives and methodologies to be developed. (Neuenfeldt, 2020)

The games provide challenging and pleasurable experiences, stimulating the active participation of students and favoring motor, cognitive and social development. Through games, students have the possibility of experiencing situations that involve decision-making, problem solving, teamwork and cooperation, fundamental skills for life in society (Carvalho; Trap; Vieira, 2024).

Sena et al (2016) point out that games allow for an inclusive approach, adapting to the individual needs of students and promoting the participation of all, regardless of their physical abilities. This diversity of possibilities contributes to respect for individuality and to stimulate students' self-esteem and self-confidence.

The integration of games in Physical Education, as guided by the BNCC, is also in line with contemporary demands. We live in an era in which technology is part of students' daily lives, and the use of educational technologies in games can enrich teaching, providing new ways of learning and student engagement (Carvalho; Trap; Vieira, 2024).

Therefore, the justification of this study stands out for the importance of incorporating games in Physical Education, according to the BNCC, it is based on its ability to promote the integral development of students, stimulate essential skills for life in society, provide an inclusive approach adapted to individual needs, promote health and well-being, in addition to being aligned with contemporary teaching demands.

School Games are fundamental for the integral development of students, but the challenges faced by teachers, such as lack of resources and infrastructure, hinder their effective realization. Thus, understanding and overcoming these obstacles is essential to ensure the full participation and meaningful contribution of these events to the school community. Thus, the guiding question is: "What are the main challenges faced by Physical Education teachers in conducting School Games, as evidenced by the existing literature? How do these challenges impact teachers' pedagogical practice and sports practice, and what research gaps can be identified to guide future studies and improve understanding of this scenario?"



Thus, its main objective is to analyze the challenges faced by Physical Education teachers in the School Games, investigating in the literature already published their difficulties and possible solutions to ensure the effective participation of these events in the school community. Followed by the specific objectives that are: Identify and map relevant studies that report the challenges of Physical Education teachers in School Games; To analyze the main practical and pedagogical difficulties faced by Physical Education teachers.

THEORETICAL REFERENCE

THE IMPORTANCE OF SCHOOL GAMES IN THE PRACTICE OF PHYSICAL EDUCATION TEACHING

According to Almeida and Fonseca (2013), the practice of sports, even in its competitive modality, offers a variety of benefits for children and adolescents. Therefore, school games emerge as fundamental elements for learning in different dimensions, including the social, cultural, cognitive and affective spheres. In this sense, it is recommended to provide the participation of a larger number of students in the sports activities of the school games.

School games, according to Haidt's (2003) conceptualization, are activities that stand out not only for their fun, but also for the fundamental presence of previously elaborated rules. This characteristic is no mere formality; On the contrary, it plays a crucial role in the educational and social context, making school games an enriching experience for participants.

In this sense, Brandão (2009) states that "games, being subject to socially constructed rules, contribute to the action of individuals in the world, we can speak of their role in human development". Games and games help children from an early age realize that we live in a world with a lot of norms and rules.

The author highlights the importance of games as socially constructed and rule-governed elements, emphasizing their significant role in human development. According to the author, games are not mere playful activities, but play a crucial role in contributing to the action of individuals in the world.

ROLE OF THE PHYSICAL EDUCATION TEACHER IN SCHOOL GAMES

The performance of the Physical Education professional in the School Games plays a crucial role in the integral development of students, going beyond the mere supervision of sports activities. The performance of these professionals is multifaceted, involving not only technical guidance during competitions, but also pedagogical, ethical and social aspects that contribute to a complete education of students. (Carvalho; Trap; Vieira, 2024).



In the scenario of School Games, the work of the Physical Education teacher transcends mere technical guidance and enters a more comprehensive and educational sphere. In the light of the vision presented by Almeida and Fonseca (2013), the Physical Education teacher positions himself as an essential agent to ensure that the benefits of these competitions are fully explored by students.

According to Bento (2002), the Physical Education teacher assumes the fundamental role of mediator between sports practice and educational objectives, a responsibility that goes beyond the simple technical instruction of the modalities. In this context, the School Games stand out as a valuable opportunity for the teacher not only to transmit sports skills, but also to contextualize these practices in the physical, cognitive and social development of students.

For the author, through the School Games, the teacher has the chance to promote values such as respect, cooperation and sportsmanship, contributing significantly to the formation of conscious and ethical citizens. In addition, by using Physical Education as a means of arousing students' interest, providing free expressiveness and fostering creativity in the teaching-learning process, the teacher establishes an environment conducive to living with diversity.

According to the observations of Gallardo (2003), cited by Bento (2012), it is in the first school years that students begin to seek the teacher's attention, eager to be recognized and valued in personal terms. Given that students often experience negative feelings, such as anger and disappointment, the teacher plays a crucial role in minimizing these emotions while avoiding negatively impacting relationships with fellow students. It is imperative that the teacher guides students about the inevitability of failure, highlighting that this is a natural part of life, and encouraging them to overcome these challenges, always highlighting their positive abilities.

In addition, Bracht (2010) explains that the Physical Education teacher plays a fundamental role in the identification and development of sports talents among students. The School Games provide a platform to observe the performance of students in different modalities and, from this observation, the teacher can guide emerging talents, encouraging participation in more advanced training or competitions at the regional and national level.

In this context, according to Arantes, Martins and Sarmiento (2012), it is understood that the role of the Physical Education teacher in School Games goes far beyond the technical sports aspect. He becomes an integral educator, shaping not only athletic abilities, but also values, ethics, and the overall development of students. The commitment and pedagogical vision of these professionals are essential for the success and positive impact of the School Games on the education of young people.

The relationship between school sports and the Physical Education curriculum, as well as the role of the physical education teacher. Neuenfeldt (2020) found that school sports influence PE curriculum, with teachers incorporating principles such as cooperation and respect.



Aur (2018) discusses the challenges of implementing the BNCC, which aims to reduce educational inequalities. Guedes (1999) highlights the emphasis on competitive sports in physical education, which may not fully meet the educational needs of students.

In this sense, Lopes (2000) traces the history of teacher education, which has evolved to include a didactic-pedagogical approach. Carneiro (2009) explores the role of physical education in schools and the potential of games in this context, revealing the need for a change in pedagogical approaches. These studies collectively suggest that the role of the physical education teacher in the context of the BNCC should be to provide a more holistic and inclusive approach to physical education, going beyond competitive sports and incorporating a variety of physical activities and games to meet diverse needs of students.

MATERIALS AND METHODS

This research is an integrative review, Munhoz et al (2021) state that it is a research method that aims to systematically gather, evaluate, and synthesize all relevant evidence available on a given research question. It seeks to answer a clearly defined question, using a rigorous and transparent methodological approach.

To consolidate the construction of the study, the following keywords were used: "school games", "physical education teacher", "sports game", "difficulties" and "challenges". These keywords were combined as follows: "school games and difficulties", "physical education teacher and challenges", "sports game and difficulties", "challenges in school physical education"

The data locations consulted were the Capes Journal Portal, which offers access to a wide variety of scientific journals, Lilacs – Bireme, which is a database specialized in health and biological sciences, and SciELO, an electronic library that encompasses a selected collection of Brazilian scientific journals.

The searches were carried out considering the period of the last 10 years (2013-2023) to ensure the relevance and timeliness of the studies found.

According to the organizational chart above, the inclusion criteria considered: a) Publications made in the last 10 years; b) Studies conducted in the Brazilian context; c) Specific focus on the challenges of Physical Education teachers in School Games; d) Presentation of relevant results for the understanding of the pedagogical, organizational and practical challenges associated with the School Games.

To ensure the consistency and validity of the results, exclusion criteria were also determined. These criteria were defined based on the inclusion criteria mentioned above. Thus, the following exclusion criteria were established:

- Posts older than the last 10 years: Posts that were made more than 10 years ago will be excluded. This criterion aims to focus on recent and updated evidence on the challenges of Physical Education teachers in School Games.

- Studies conducted outside the Brazilian context: Studies that were not conducted in the Brazilian context will be excluded. This will ensure that the results are specific to the Brazilian reality of the School Games and the challenges faced by Physical Education teachers.

- Lack of specific focus on the challenges faced by Physical Education teachers in School Games: Publications that do not present a clear and specific focus on the challenges faced by Physical Education teachers in this specific context will be excluded. The aim is to obtain relevant and specific information to understand the pedagogical, organisational and practical challenges associated with School Games.

RESULTS

A total of 119 scientific productions were found that addressed the themes of school games, challenges/difficulties and physical education teachers. Then, studies that did not simultaneously include these three elements were excluded, resulting in 39 studies. Subsequently, the studies prior to 2014 were removed, leaving only 19 studies. Finally, studies that did not specifically address school games were excluded, resulting in 5 studies.

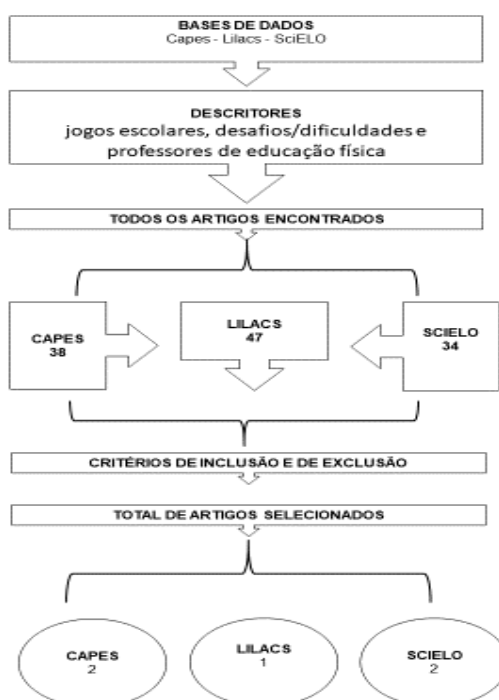


TABLE 1. – Studies on difficulties and challenges in school games, published from 2018 to 2023.

No.	Author/Year	Objective	Methods	Results
01	Farias (2018)	To identify the prevalence of participation in the modalities of the Interscholastic Games of Ariquemes.	A documentary research was carried out at the municipal department of education. Mapping and profiling the participants of the games by modality, gender, age group and number of teams by modality, from the final reports of the games	Challenges of Physical Education Teachers: Low student participation and difficulty in engaging everyone. Participation by Gender and Modality: Higher male participation in football and basketball, lower female participation in volleyball and handball. Age Group of Participants: Highest participation from 15 to 17 years old, lowest participation between 12 and 14 years old. Distribution of Teams by Modality: Futsal with more teams, athletics with fewer teams.
02	Neuenfeldt e Klein (2020)	To analyze the relationship between school games and school physical education.	Five teachers from the municipal school system of a municipality in the Taquari Valley/RS/BR, who teach in the final years of elementary school and who participate in school games, were interviewed.	It was concluded that the school games influence the school physical education, because contents, annual planning and method of selection of participants occur according to the proposal of the games. Although the games are based on performance sports, there are educational principles visualized by the teachers, such as cooperation, coeducation, respect and socialization. However, the teachers also perceived frictions and situations that contradict these principles; And from this, it was possible to reflect About the possibility of changes and other models of games in order to achieve pedagogical principles.
03	Igor Gustavo Schroeder (2021)	To analyze how Physical Education teachers prepare sports teams for participation in the Student Games of Municipal Schools-JEEM, in Ponta Grossa-PR.	The research involved the following data collection procedures: structured interviews with nine (9) Physical Education teachers from the early years of elementary school, from eight (8) schools in the municipality of Ponta Grossa-PR; and document analysis of the General Regulation of the JEEM of Ponta Grossa-PR (2019).	It was found that teachers perceive the Student School Games of Ponta Grossa-PR as a more equitable opportunity for municipal schools to participate in sports competitions. However, teachers face significant challenges in preparing sports teams, including restrictions on practice schedules, difficulties in transporting teams to game venues, and paperwork related to documentation required by sports event organizers.
04	Aragão, Silva, Teixeira, Delani, Cruz, Soares, Alves e Pinho (2023)	To highlight the perspective of Physical Education teachers from finalist schools in the futsal modality, children's category, about the JOER, Porto Velho stage, in relation to training, the schedule, the difficulties encountered, the distribution of students in the vacancies.	The study is classified as exploratory, descriptive, with a qualitative approach. Four physical education teachers from the schools that reached the final phase of the municipal stage of the JOER, in the futsal modality, in the children's category of the JOER, participated in it. Semi-structured interviews were used for data collection.	The teachers trained the sports teams after classes. Only one teacher received specific remuneration for this purpose. The main difficulties faced in the preparation of the teams were the documentary bureaucracy, the need for the release of the parents, the lack of adequate food and financial support.

05	Gonçalves e Silva (2023)	reflect and analyze the participation in school games and the formation of identity of high school students, from the perception of Physical Education teachers.	a qualitative approach was used to interview the Physical Education teachers of the schools that participated in the 2023 edition of the Ouro Preto School Games, and it was possible to access the teachers of 7, of the 15 possible schools.	The conclusion of the work allowed us to establish three categories of analysis: a) The subjects and promises of sport; b) Sport, competition and school; c) On inclusion, exclusion, selection, victory and defeat. The interviews showed that the participation of students in school games has benefits such as improved academic performance, contribution to identity formation and contribution to physical, social and emotional development.
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SOURCE: Authored by the authors.

DISCUSSION

According to Farias (2018), the documentary research carried out at the municipal education department of the Interscholastic Games of Ariquemes revealed relevant information about the participation of students in sports, gender, age group, and team distribution. The results highlight the challenges faced by Physical Education teachers, the differences in participation by gender and age group, as well as the distribution of teams by modality.

One of the challenges faced by Physical Education teachers is the low participation of students in some sports. Some sports showed less interest and participation on the part of the students, which can make it difficult to form teams and hold competitions in these modalities. This requires teachers to strategize and engage students, seeking ways to arouse their interest and promote the active participation of all.

Another challenge is related to the difficulty in engaging all students. Some students may show a lack of interest or motivation in participating in sports activities. Teachers need to adopt nuanced approaches and tailored pedagogical strategies to engage these students, encouraging their participation and promoting inclusion.

In this sense, physical education as a curricular component of the school needs to provoke desires, awaken in students the interest in learning. According to **Snyders (1988, p.14)**, "it is about knowing joys that are different from those of daily life; things that shake up, challenge you, from which the students will change something in their lives, they will give a new meaning to it."

Regarding participation by gender, there was a greater participation of males in specific modalities, such as field soccer and basketball. This difference may be related to cultural and social factors that influence students' sports preferences. On the other hand, in sports such as volleyball and handball, there was a lower participation of the female gender. It is important to understand the factors that can contribute to this disparity and to seek ways to encourage female participation in these sports, promoting gender equality in school sports practices.



When analyzing the age group of the participants, it was found that students aged between 15 and 17 years had the highest participation in the Interscholastic Games of Ariquemes. This age group may be influenced by adolescents' growing interest in sports activities and the possibility of competing and representing their schools in this period of life. However, there was a lower participation of students in younger age groups, such as 12 to 14 years old. This may be related to different levels of interest and involvement of students at this stage of schooling, and it is important to evaluate strategies to encourage the participation of younger people in school games.

The distribution of teams by modality was also analyzed. Futsal was identified as the sport with the largest number of teams participating in the Interscholastic Games of Ariquemes. This modality is widely popular among students and arouses great interest and engagement. On the other hand, athletics was identified as the sport with the lowest number of participating teams. This can be attributed to factors such as the need for specific skills, the availability of adequate infrastructure, and the limited interest of students in this sport. This analysis makes it possible to identify students' sports preferences and direct efforts to promote equitable participation in all modalities.

The results of the research highlight the difficulties faced by Physical Education teachers, such as the low participation of students and the difficulty in engaging them. In addition, they highlight the differences in participation by gender and age group, as well as the distribution of teams by modality. This information is valuable to guide strategies to encourage participation and promote gender equality and inclusion in school sports practices, contributing to the improvement of sports activities in schools.

In their study, Derli Juliano Neuenfeldt and Jaqueline Luiza Klein (2020) conducted an analysis of the relationship between School Games and School Physical Education. To this end, they interviewed five teachers from the municipal school system of a municipality in the Taquari Valley, in the state of Rio Grande do Sul, Brazil. These teachers are responsible for teaching in the Final Years of Elementary School and also participate in the School Games.

The results of the research indicated that the School Games exert a significant influence on School Physical Education. The contents covered, the annual planning of the classes and the method of selection of participants are affected by the proposal of the Games. Although the School Games are focused on performance sports, teachers identified the presence of important educational principles, such as cooperation, coeducation, respect and socialization.

However, teachers also observed the occurrence of friction and situations that contradict these educational principles during the School Games. This raises questions about the need for change and the adoption of other game models that are aligned with pedagogical principles.

In this context, Physical Education teachers face challenges and obstacles when dealing with School and Student Games. One of the challenges is to find an appropriate balance between the



emphasis on performance sport and the promotion of educational principles. In addition, they have to deal with friction and situations that go against these principles, such as lack of cooperation or disrespect between participants.

(Tubino, 1993) Man's search for a complete balance is explicit in the famous phrase "healthy mind, healthy body", where the dichotomy of body and mind goes together and the harmonious peace between them translates this long-awaited balance.

Another challenge is to adapt the contents and the annual planning of School Physical Education according to the proposal of the School Games, ensuring that there is coherence between the two approaches. Teachers are also encouraged to explore alternatives and models of Games that can better meet pedagogical principles, seeking ways to promote participation, inclusion and the integral development of students.

These challenges and obstacles highlight the importance of a continuous reflection on the relationship between School Games and School Physical Education, aiming to improve pedagogical practices and enable enriching experiences for students.

The research carried out by Igor Gustavo Schroeder (2021) aimed to investigate the preparation of sports teams by Physical Education teachers for the Student Games of Municipal Schools (JEEM) in Ponta Grossa-PR, evidencing the difficulties faced by teachers and the challenges of school Physical Education related to these games.

To conduct the study, nine Physical Education teachers who worked in the early years of elementary school in eight schools in the municipal network of Ponta Grossa-PR were interviewed. In addition, a documentary analysis of the General Regulation of the JEEM of Ponta Grossa-PR for the year 2019 was carried out.

The results of the survey revealed that teachers recognize the Student Games of Ponta Grossa-PR as a more equitable opportunity for municipal schools to participate in sports competitions. However, they face significant challenges in preparing sports teams for these games.

One of the main difficulties encountered by teachers is related to the time constraints for training. They find it difficult to reconcile the available times for training with the regular activities of the schools and the availability of the students. This limitation of time for preparing the teams has a direct impact on the performance of the students during the competitions.

Another difficulty pointed out is the transportation of the teams. Teachers face challenges in ensuring that students travel to the venues of the games. The lack of adequate resources for transportation, the distance between schools and competition venues, and the need for supervision during the journey are issues that make it difficult for teams to participate in the Student Games.

The bureaucracy related to the documentation required by the organizers of the sporting event also poses a challenge. Teachers need to deal with the paperwork required for team registration,



student proof of attendance, and authorizations from guardians. This bureaucratic process can be time-consuming and require additional effort on the part of teachers.

These difficulties and challenges highlight the importance of seeking solutions to improve the preparation conditions of sports teams and promote a more effective school Physical Education. Measures such as the flexibility of training schedules, the provision of adequate resources for the transportation of teams and the simplification of bureaucratic processes can contribute to enhance the participation and performance of students in the Student Games, providing an enriching experience in the context of school Physical Education. These actions can help overcome the challenges faced by teachers and promote broader and more equitable student participation in student school games.

In the study carried out by Aragão, Silva, Teixeira, Delani, Cruz, Soares, Alves and Pinho (2023), the perspective of Physical Education teachers who worked in finalist schools in the futsal modality, children's category, in the Student School Games of Rondônia (JOER), in the Porto Velho stage, was analyzed. The main objective was to describe several aspects related to the training of the teams, office hours, difficulties faced, distribution of students in the vacancies, positive aspects and the experience of being in the final.

The results of the research revealed that the training of the teams took place outside the regular class hours, indicating that the teachers made an effort to reconcile sports activities with the school curriculum. However, the fact that only one of the teachers received a specific remuneration for the training was noteworthy, suggesting a possible lack of recognition and financial incentive for the other professionals involved.

The difficulties faced by teachers in preparing the teams were reported more frequently and included bureaucratic issues related to the necessary documentation, the need to obtain parental authorization for the participation of students, the lack of financial resources to ensure adequate nutrition during the games, and the lack of financial support in general. These difficulties can limit teachers' ability to provide quality training and compromise teams' performance in games.

Regarding the means of screening students, most teachers used selection processes, taking into account the students' interest and behavior. This suggests that student performance and commitment are important factors in team building.

The positive aspects identified included increased prominence and recognition of the school due to participation in the JOER, as well as the support of parents, who play a key role in encouraging and supporting student-athletes.

As for the aspects of being in the final, the teachers highlighted the importance of participating in competitive games and emphasized how rewarding it was to experience this moment. This underscores the importance of the Student School Games not only as a sports competition, but



as a valuable opportunity for students to develop sports skills, learn about teamwork, and enjoy an enriching experience.

The results of the study point to the difficulties faced by Physical Education teachers, such as the lack of adequate remuneration, bureaucratic issues and lack of financial resources. However, they also highlight the benefits and positive aspects of the Student School Games, such as the visibility of the school, the support of parents, and the importance of student-athletes' participation in these competitions. This highlights the need to seek solutions to overcome these difficulties and promote a more effective school physical education, providing students with enriching sports experiences.

The text by Kérley Henrique Gonçalves Vinicius Joselito da Silva (2023) highlights the importance of reflecting on participation in school games and the identity formation of high school students, from the perspective of Physical Education teachers.

One of the difficulties faced by Physical Education teachers is related to time management. They have to cope with regular classes and at the same time prepare students for school games, which requires careful organization of time to reconcile academic content with sports activities.

Another challenge is related to the inclusion and exclusion of students. Considering the categories of inclusion, exclusion, selection, victory and defeat mentioned in the text, it is possible that teachers face challenges when involving all students in sports activities. Students with limited physical abilities, disabilities, or a lack of interest in sports may require tailored strategies to ensure their participation. In addition, team selection and competition can generate feelings of exclusion in some students, which poses an emotional challenge for teachers to deal with.

Student motivation and engagement can also pose a challenge for Physical Education teachers. Not all students have the same level of interest or motivation in school games. In this sense, teachers may find it difficult to keep students engaged and motivated to actively participate in sports activities. It will be necessary to implement creative pedagogical strategies adapted to the individual needs of the students to stimulate their involvement.

Physical Education teachers may face external pressures and expectations. Students, parents, the school, and the community can create expectations regarding students' athletic performance in school games. These expectations can put additional pressure on teachers, who have to deal with the demands of managing sports activities while promoting an inclusive and healthy environment.

The study by Kérley Henrique Gonçalves Vinicius Joselito da Silva (2023) highlights the various difficulties faced by Physical Education teachers in the context of student school games. This includes challenges related to time management, student inclusion/exclusion, student motivation and engagement, as well as external pressures and expectations. It is essential that teachers seek appropriate pedagogical strategies and approaches to overcome these difficulties and promote quality school physical education, which provides the integral development of students.



FINAL THOUGHTS

In conclusion, the analysis of the challenges and difficulties faced by Physical Education teachers in the Student School Games reveals the complexity and demands involved in this context. Time management, inclusion/exclusion of students, investment, motivation and engagement of students, as well as external pressures and expectations, are issues that require attention and appropriate solutions.

From this investigation, it is evident the need to promote school physical education that goes beyond the sports aspect, seeking an inclusive approach that values the participation of all students, regardless of their physical abilities or individual interests. This requires the implementation of adapted pedagogical strategies capable of stimulating the active involvement of students and promoting a healthy and motivating environment.

It is essential that Physical Education teachers receive the necessary support, both in terms of financial resources and professional recognition. Adequate remuneration, incentive policies and institutional support are key elements to address the difficulties faced by teachers and ensure their dedication and commitment to the School Games.

In this way, the analysis of these challenges and difficulties offers a solid basis for reflection and the search for solutions that allow the improvement of school physical education in the Student School Games. By overcoming these obstacles, teachers will be contributing to the integral development of students and promoting an inclusive and healthy sports culture that values not only competitive performance, but also students' personal and social growth.

However, it is important to note that the analysis currently available on this topic is limited. Although there are studies and research that address some of the difficulties faced by physical education teachers in school games, the complexity and diversity of these challenges require further investigation. Further research is needed that focuses specifically on these issues in order to provide a more comprehensive and grounded understanding of the difficulties faced by teachers in this context.

In addition, deepening knowledge about obstacles in school games will allow the promotion of physical education that not only values competitive performance, but also prioritizes the personal and social growth of students, cultivating physical, emotional and social skills that are fundamental to their lives. Therefore, the need for further research on the challenges and difficulties faced by physical education teachers in school games is evident. This research will provide a solid basis for the implementation of effective measures that improve school physical education, contributing to the integral formation of students and to the construction of an inclusive and healthy sports culture.



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