


Invasion sports in physical education according to the BNCC: An integrative review

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ABSTRACT

This study arises from the need for a pedagogical approach that goes beyond the technical teaching of invasion sports, aligning with the principles of the National Common Curricular Base (BNCC) to promote the integral development of students. The objective of the study was to analyze the contribution of invasion sports in the integral formation of students according to the BNCC. The integrative literature review, carried out in the last 10 years in relevant scientific journals, resulted in the selection of 11 studies. These studies highlight the relevance of invasion sports not only for physical development, but also for socio-emotional skills, ethics, and respect for the rules recommended by the BNCC. The results indicate the importance of teachers recognizing and exploring the educational potential of these modalities, promoting enriching experiences. It is concluded that the analysis of the selected studies highlight that invasion sports provide opportunities for students to experience, enjoy and understand different body practices, giving relevance to this object of knowledge in School Physical Education.

Keywords: School Physical Education, Invasion Sports, BNCC.

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INTRODUCTION

School Physical Education (EFE), according to Tubino (2010), plays a crucial role in the integral formation of students, transcending the mere promotion of physical conditioning to encompass social, emotional and ethical aspects. Historically, the sports approach in EFE was centered on the search for victories, records and overcoming, limiting itself to the training of the athlete and neglecting other educational dimensions.

However, in contemporary School Physical Education, according to Brasil (2017), the approach adopted should be more comprehensive, treating body practices as a dynamic cultural phenomenon, recognizing the importance of socio-emotional skills, teamwork, ethics, and respect for rules. Among the categories of bodily and sports practices presented by the BNCC, De Oliveira Dunke, Ginciene and Borges (2021) explain that invasion sports play a significant role. Futsal, field soccer, volleyball and basketball are popular examples in this category, being recognized both among students and teachers. However, even with this inclusion in the BNCC, it is essential to highlight that invasion sports, which is the category that encompasses modalities in which players seek to invade the opponent's field, aiming to score goals, score and collaborative strategies, were already practiced previously, and are now grouped under a single category.

The problem that arises is the lack of comprehensive understanding of how invasion sports contribute to the integral formation of individuals in the context of school Physical Education. Although there are studies that emphasize the importance of these practices, there are still significant gaps in the literature that require further investigation. Even though it is not the role of the school to train athletes, the historical emphasis often obscures the understanding of the social-emotional, ethical, and educational benefits that invasion sports can provide.

This study aims to fill this gap, exploring how invasion sports, as guided by the BNCC, contribute to the integral formation of students in school Physical Education. We seek to critically analyze and synthesize previous studies on the subject, identifying patterns, gaps, and inconsistencies in the literature.

The study is justified by the need for a pedagogical approach that goes beyond the technical teaching of invasion sports, aligning with the principles of the National Common Curricular Base (BNCC) to promote the integral development of students, taking into account the playfulness of the object of knowledge in question.

Thus, the objective of this study was to analyze the contribution of invasion sports in the integral formation of students according to the BNCC. By carrying out this investigation, it is hoped to provide valuable subsidies for the advancement of School Physical Education, contributing to a more complete and grounded understanding of the educational benefits of invasion sports.



THEORETICAL REFERENTIAL

CONCEPTUALIZATION OF SPORT

The conceptualization of sport, according to Barros et al. (2018), Coakley (2011), Leite et al. (2018), Leite et al. (2018), and Marques and Tani (2009), varies according to different perspectives. In general, sport can be defined as structured physical activities, often practiced in a competitive environment, with defined rules and a clear objective. These activities encompass a wide range of disciplines, from individual sports such as athletics and swimming to team sports such as football, basketball, and handball. Each sport has distinct characteristics that differentiate it in terms of objectives, rules, required skills and game dynamics. This diversity reflects the richness and complexity of the sports phenomenon in the context of this study

Sports are not just a physical manifestation; They play a significant role in the integral development of individuals, encompassing physical, cognitive, and socio-emotional aspects. According to Hughes (2006), sports promote physical conditioning, stimulate the development of motor skills, and offer a platform to enhance athletic performance. In addition, as pointed out by Coakley (2011), they contribute to cognitive development, as they involve problem solving, strategies, and quick decision-making.

However, sports go beyond the physical and cognitive; They also have significant social-emotional implications. Guttmann (1978) points out that sports promote teamwork, discipline, resilience and sports ethics. Emotional control, as observed by Magill (2011), is another essential aspect, since athletes need to deal with competitive pressure and emotions during games.

For Leite et al (2018), understanding the concept of sport and its multifunctionality is essential to explore how invasion sports fit into this panorama and how they contribute to the education of students according to the BNCC guidelines.

INVASION SPORTS

Types of Sports in School Physical Education According to the BNCC

The National Common Curriculum Base (BNCC) stands out as an important reference for School Physical Education (EFE), providing guidelines for the teaching and learning of various body practices, including sports. According to Brasil (2018), according to the BNCC, sports practices are categorized, and among them, "invasion sports" stand out. This category encompasses modalities in which players seek to invade the opponent's field, aiming at scoring and collaborative strategies.

According to Brasil (2018), the approach to Physical Education in the National Common Curriculum Base (BNCC) reflects a commitment to the integral development of students, establishing specific objectives in which the exploration of different types of sports stands out, categorized into fields such as field and bat sports, net/wall and invasion.



The objective of experiencing and appreciating different sports, as advocated by Brasil (2018), is in line with the principles of the BNCC. In this sense, Leite et al. (2018) highlight that the BNCC not only directs students to understand common elements between sports, but also encourages them to develop strategies both individually and in groups for the execution of these modalities, promoting collective work and protagonism. This approach, according to Leite et al. (2018), not only contributes to the physical development of students, but also emphasizes the improvement of social skills, aligning with a more holistic view of education.

Another relevant aspect in the BNCC, as explained by Brasil (2018) and Marques et al. (2021), is the differentiation between the concepts of game and sport. This proposal aims for students to understand the distinct characteristics of these practices in contemporary times, considering their manifestations both professional and community/leisure. The proposed differentiation seeks to provide, according to Brasil (2018) and Marques et al. (2021), a broader and more critical view of the various ways in which games and sports manifest themselves in today's society.

In this way, the BNCC in Physical Education, according to Brasil (2018), transcends the mere technical development of sports. It actively seeks to form conscious and participatory citizens. In this context, Leite et al. (2018) highlight that the focus goes beyond sports practice, preparing students for a reflective and integrated approach to the social context. The BNCC, according to Brasil (2018), promotes an active and responsible participation of students in different dimensions of life, reinforcing its importance as an essential guide in the construction of a comprehensive education.

According to De Dumke Oliveira, Ginciene (2021), invasion sports in EFE involve a specific dynamic, marked by teachers' tasks and interventions that directly influence the role played by students. Such pedagogical interactions, when well directed, can enhance not only sports performance, but also socio-emotional and cognitive aspects of students.

Leite et al (2018) highlight the contribution of the BNCC by offering guidelines that guide the inclusion of invasion games and sports, providing an integrated and comprehensive view for the education of students. This perspective is in line with proposals that seek to develop not only motor skills, but also social, ethical, and cognitive competencies.

Marques et al. (2021) and Paes Neto (2021) address reflections on the thematic unit "Sports" in the BNCC, highlighting the complexity and relevance of this component for school Physical Education. These reflections serve as a basis for understanding the role of sports, especially invasion sports, in integral educational formation.

Thus, the understanding of the types of sports, in particular invasion sports, according to the BNCC, is crucial to guide pedagogical practices, providing students with enriching experiences that go beyond the physical aspect, promoting integral development.

Invasion sports, as described by Leite et al. (2018), are characterized by their collective



dynamics, in which two teams compete to achieve a common goal, facing opposition from the opposing team. These sports involve seeking to penetrate the opponent's territory, either by scoring points, as in soccer and basketball, or by reaching a specific area, as in volleyball.

Neira (2018) states that, by exploring these modalities, one understands not only the diversity of sports practices, but also how they contribute to the education of students. Each invasion sport offers a unique experience, promoting not only physical development but also cognitive skills, teamwork, and game strategies.

Thus, as highlighted by Barros et al. (2018), football is one of the most popular invasion sports globally. It involves two teams competing to score goals in the opponent's goal, requiring dribbling skills, teamwork, and strategies. In addition to physical development, soccer promotes communication skills, quick decision-making, and game strategies.

Basketball, on the other hand, according to Marques and Tani (2009), is another widely practiced invasion sport. In this one, two teams seek to score points by shooting a ball into the opponent's basket, requiring passing, shooting, dribbling and tactical positioning skills, developing physical and cognitive aspects.

Handball, as elucidated by Greco (2012), combines elements of football and basketball, with teams trying to score goals in the opponent's goal. It emphasizes teamwork, accurate passing, and defense and attack strategies, contributing to the development of motor skills and social-emotional competencies.

According to Garganta (1997), volleyball is another example of an invasion sport, in which two teams face each other, seeking to send the ball to the opponent's field. In addition to physical skills such as jumping and attacking, volleyball promotes communication, cooperation, and quick decision-making.

These sports represent just a few examples among the various invasion sports practiced in Physical Education. According to Marques (2021), each of these sports offers specific benefits for the integral development of students, covering physical, cognitive, and socio-emotional aspects, thus consolidating their relevance in the educational context.

Invasion sports, according to Garganta (1998), are modalities that constitute principles that aim to organize the actions of a game, such as rules, orientation and the fulfillment of the match.

Invasion sports, according to González and Bracht (2012) are characterized by the interaction between teams in a shared space, such as courts or fields, in which both seek to dominate the area defended by the opponent to score, while defending their territory against the opposing team, and this dynamic is not restricted to basketball and extends to modalities such as soccer, futsal and handball.

The authors explain that, over the course of an invasion sports game, two distinct phases stand out: the offensive, when the team is in possession of the ball, and the defensive, when the team seeks



to regain possession. During the offensive phase, the goal is to occupy the opponent's field to score points, while in the defensive phase, the emphasis is on protecting one's own goal and preventing the opposing team from scoring.

Invasion sport is considered an important component for the realization of curricular physical activities within the educational network. In this way, Brazil (2018), characterize it as a set of modalities and compares the ability of a certain team when it inserts or conducts a ball among other objects to a certain place, being in a court/field or any other environment that can be developed these activities, and that the opponent can defend it from the (goal, basket, touchdown, and etc.) simultaneously protecting one's own target, goal, or sector of the court or field (basketball, frisbee, soccer, American, handball, field hockey, water polo, rugby, etc.). It is recommended to structure this thematic unit, so that this classification is considered a logic that brings together the invasion sport, warning that this curricular practice does not need to be mandatory in the curricular structure of the school, however, this classification structures the student to understand more comprehensively what invasion sports are, understanding the concept of (objective, skills, rules, etc.) directed by the BNCC.

According to Gonçalves (2019), the practice of invasion sports contributes to the development of physical skills, such as motor coordination, endurance, strength, and agility. In addition, it stimulates the physical conditioning of students, promoting health and well-being, fundamental aspects for the formation of active and healthy citizens, as recommended by the BNCC.

In addition, Leite et al (2018), Brazil invasion sports promote cooperation and teamwork. Students learn to communicate, to trust in their teammates and to develop collective strategies to achieve the goals of the game. This social dimension of invasion sports is fundamental for the development of social-emotional skills, such as empathy, resilience, and emotional control.

SCHOOL PHYSICAL EDUCATION AND THE USE OF INVASION SPORTS

The use of invasion sports in School Physical Education, according to De Oliveira Dunke, Ginciene and Borges (2021) plays a relevant and impactful role in the formation of students. Although there are a variety of options within this category, it is notable that some, such as futsal, field soccer, volleyball and basketball, are the most popular, both among schoolchildren and teachers. However, this preference often generates performance expectations for children who excel in a particular modality.

According to Tubino (2010), historically, the sports approach in Physical Education was centered on the search for victories, records and overcoming. The focus was on the athlete's training, with rules aimed at the student's sports performance at school. This model limited sports practice to a single purpose: the development of good sports results, leaving aside other possible educational



dimensions.

However, according to Marques (2021), it is essential to consider that contemporary School Physical Education goes beyond this paradigm. The inclusion of invasion sports in the curriculum, as recommended by the National Common Curriculum Base (BNCC), reflects a more comprehensive approach, which seeks the integral formation of students. The BNCC highlights the importance of socio-emotional skills, teamwork, ethics, and respect for the rules, aspects that are developed during the practice of invasion sports.

Paes Neto (2018) points out that school Physical Education plays a crucial role in the insertion of young people in the world of body and sports practices, providing not only the development of physical skills, but also the understanding of sports culture and the importance of physical activity for health and well-being. In this sense, invasion sports are a valuable tool because, in addition to promoting physical fitness, they stimulate cooperation, resilience, decision-making, and emotional control.

Therefore, according to Marques et al (2021), the use of invasion sports in School Physical Education should be guided by a pedagogical approach that values not only sports performance, but also the integral development of students. It is important that teachers understand the educational potential of these modalities and know how to use them in a way that promotes not only sports performance, but also the ethical and socio-emotional formation of students.

In this sense, the BNCC represents an important milestone in recognizing the multifunctionality of invasion sports in the training of students. It offers clear guidelines for school Physical Education, highlighting the importance of including these modalities in the curriculum and promoting a more comprehensive educational approach.

MATERIALS AND METHODS

The integrative literature review adopted in this study is a valuable tool for the critical analysis and synthesis of previously conducted studies on the subject in question. Mendes, Silveira and Galvão (2008) point out that this approach not only gathers the results of previous research, but also seeks to identify patterns, gaps and inconsistencies in the literature. In this way, it enables a comprehensive view of the available evidence and contributes to the consolidation of existing knowledge.

Ganong (1987) points out that integrative review is a strategy that allows exploring a field of knowledge in a comprehensive way, considering empirical and theoretical studies. This approach, by gathering varied information, facilitates the identification of trends, convergences and divergences in the literature, contributing to a more complete understanding of the topic under analysis.

Thus, to ensure the quality and relevance of the selected studies, we established specific



criteria. Studies published in the last 10 years (2013 to 2023) in indexed scientific journals, available only in Portuguese, were included.

The search used three academic databases: the Capes Journal Portal, Lilacs – Bireme and SciELO. These databases were chosen because they provide access to relevant scientific journals and academic publications.

The keywords used in the research were "Invasion Sports", "Collective Invasion Games", "Invasion Sports and BNCC", "Physical Education and BNCC" and "Curriculum, BNCC and Physical Education".

Thematic relevance and connection with the National Common Curricular Base (BNCC) were essential criteria, while duplicate studies, with inadequate methodology or that did not address the BNCC were excluded. The thorough documentation of each decision ensured transparency and replicability of the process, reinforcing the reliability and validity of the results in the integrative review.

INCLUSION CRITERIA

To ensure the timeliness and relevance of the information, the study only considered publications made between 2013 and 2023, that is, that were re-allied in the last 10 years.

It is important to note that only studies available in Portuguese were also considered, to facilitate the understanding and analysis of the results.

Regarding thematic relevance, studies directly related to specific themes were considered, such as "Invasion Sports", "Collective Invasion Games", "Invasion Sports and BNCC", "Physical Education and BNCC" and "Curriculum, BNCC and Physical Education". For the specific context, the focus was on studies related to school Physical Education and the use of invasion sports in this context.

EXCLUSION CRITERIA

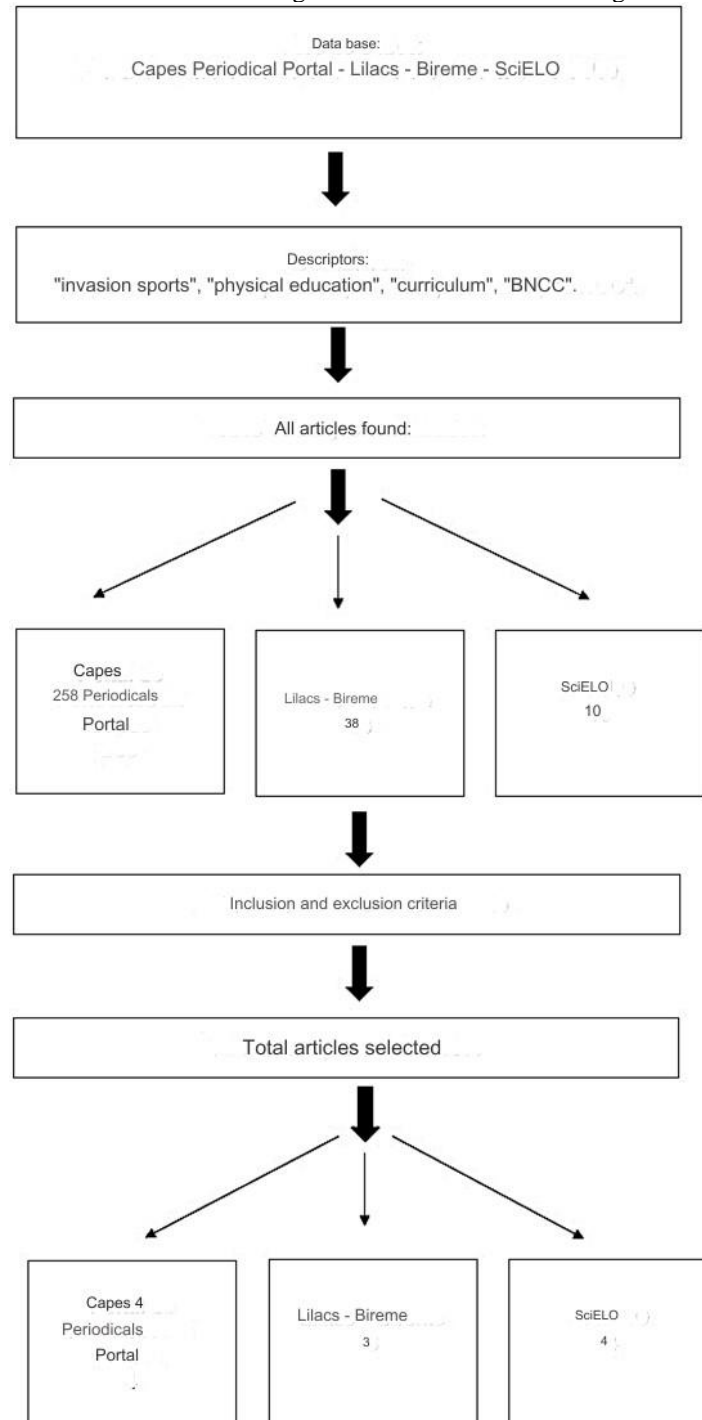
Duplicate studies were excluded to ensure that each study was counted only once in the selection process.

Studies with no direct connection with the specific topics of interest were excluded, even if related to Physical Education. The absence of a relationship with the BNCC and the lack of a relationship between invasion sports and the BNCC guidelines were excluded.

The criterion for data analysis of the research was through the discussion of the ideas of each other regarding the theme in question selected for the research.

The flowchart is shown to demonstrate the stages of article selection (Figure 1):

Figure 1: Flowchart of the different stages of the selection of the integrative review papers.



Source: authors, 2023.

RESULTS

The integrative literature review conducted in this study aimed to critically analyze and synthesize studies on the relationship between invasion sports, school Physical Education and the National Common Curriculum Base (BNCC). To ensure the quality and relevance of the selected studies, specific criteria have been established. In total, 306 articles were found, of which 258 were from the Capes journal portal, 38 articles from the Lilacs journal and 10 from SciELO; distributed among the following keywords: Invasion Sports; Collective Invasion Games; Invasion Sports and

BNCC; Physical Education and BNCC; Curriculum, BNCC and Physical Education.

After applying the inclusion and exclusion criteria, 11 articles were selected, of which 4 were from the Capes journal portal, 3 articles from the Lilacs database and 4 from the periodic from the SCIELO database.

The results highlight the relevance and diversity of studies at the intersection between invasion sports, School Physical Education and the BNCC guidelines. The focus on critical analysis and synthesis of evidence contributes to a comprehensive understanding of this field, identifying patterns, gaps, and trends in the literature, as can be seen in the table below (Chart 1).

Table 1: Presentation of the articles selected in the study

AUTHOR/YEAR/ THEME	OBJECTIVE	RESULTS	CONCLUSIONS
<p>CONCEIÇÃO (2021). Comparison of the effects of the TGfU method on in-game performance, decision-making and skill execution motors of Students in three different invasion sports.</p>	<p>Identify and Analyze the effects of the TGfU method in the process Teaching-learning of invasion sports in environment of the court.</p>	<p>The results indicated eight different contemporary methods being successfully used in the teaching of invasion sports in a court environment. The TGfU model, in the results, was effective in three different educational aspects: sports performance, motivational responses, and promotion of the physical conditioning of its practitioners. It was found that the TGfU model is unknown to many and very little taught in classes. Prevailing also the application of the traditional model.</p>	<p>Or model TGfU, even though it has demonstrated effectiveness in the teaching-learning process of Sports invasion in a court environment and being implemented worldwide, still lacks from Greater understanding and outreach between teachers and national professionals.</p>
<p>SAINTS; BRITO (2023). Teaching Sports Invasion: From the model Traditional for a conception tactic.</p>	<p>Investigate in literature national as the Sport from Invasion Comes being taught Non-environment scholastic.</p>	<p>Were Analyzed 5 Studies In Bases from Data: CAPES, BDTD and Publish or Perish. Towards or development Of practice teacher of the professor from Education Physics Observe than It's not enough just to know the Invasion Sports, but also know how to enter them In Classes Even though the difficulties towards or develop Exist Is from Fundamental importance to didactic sequence for the Teaching Sports Invasion, what makes it part important the contents of apprenticeship.</p>	<p>The conception tactic towards or teach the Invasion Sports allow you to provide opportunities to students in addition to the the bodily practices, the development Of creativity cooperation outlet from Decisions Reasoningfor resolution from Problems communication and Adapting to situations Adverse.</p>
RIGHI LANG;	Reframe or	Description of the	The ICTUsed

<p>GONZALES (2023). Reframing the teaching of Sports Invasion: One experience report with the Sport Education model and the use of Ict.</p>	<p>teaching Of Sports from Invasion through of the Sport model Education and use Of Technology Information and Communication (ICT).</p>	<p>experience with or model Sport Education and the use of ICT in sports education of invasion. This proposal showed up effective in Possibility of transgression traditional models of sports teaching and is increasingly showing itself as a reliable tool in teaching.</p>	<p>Demonstrated Pedagogical potential and Helped in increase of the understanding and apprenticeship upon the contents studied during the Didactic Unit.</p>
<p>SAMPAIO et al. (2021). Invasion sports: floorball at school and its methodological possibilities – an experience report.</p>	<p>Explore The methodological possibilities of floorball at school.</p>	<p>The subjects of this report were students of the 2nd year of High School, where 20 students participated. Three activities related to the proposed content were carried out, where the students experienced the movements used in the sport beyond the game itself. The students approved the activities applied and that time was the only negative factor of this practice, and that it is possible to apply an unknown sport through preparation and study of the professional, to deal with the adverse situations that may arise.</p>	<p>Floorball application can be carried out and Encouraged in the school environment with specific adaptations.</p>
<p>SANTOS (2020). Invasion Sports: innovations for the teaching of futsal in elementary school.</p>	<p>Propose innovations for the teaching of futsal in elementary school.</p>	<p>The main challenge to be faced It is related to the process of initial and continuing education of teachers so that they can be trained and appropriate new skills linked to the new Trends in Pedagogy of the Sport Aiming propitiate To pupil one education sportswoman Significant than you Enable development from Skills towards enjoy from Different Related modalities To sport collective from proficient invasion and Incorporate these practices bodily bodies in your life for the ends they desire.</p>	<p>This study pointed out an alternative of innovation in the pedagogical treatment of the Futsal invasion sport in Physical Education classes, by proposing the teaching of Based in comprehension Of principles Operating and Intentions tactics through Of gaming Conditioned. Offered the possibility of a active participation of students, as well as the interaction between Different dimensions of knowledge.</p>
<p>VARGAS; MORISSO; GONZÁLEZ (2018). Experience of the sport education in the classes of Education Physics: Using the</p>	<p>Examine the experience of the Sport Education In Classes from Physical education in one unit Teaching from Futsal.</p>	<p>The depart Of proposal It was found that than the Main advantage of Make use of the teaching is the improvement in the process from student learning. Towards the teachers or Sport Education possibilita</p>	<p>It was concluded that if Makes it necessary to test the experience in Different Environments to learn more about Advantages and Difficulties from if work with catafalque proposal. As in Brazil they are Rare the Studies upon or theme</p>

<p>Model of Teaching in a unit Didactics of Futsal.</p>		<p>An overview of the Unit Planning didactics to be worked on. However, this demands a continuous work of the teacher.</p>	<p>It is believed to be one need emerging study of the model from teaching Sport Education.</p>
<p>VIZÚ; MORATO (2022). Barriers and facilitators for practice do floorball.</p>	<p>Investigate the Barriers and facilitators for the practice of the floorball.</p>	<p>The results Obtained revealed that the barriers Were equipment space commitment availability of time, personal finance, incentive and Positioning. The facilitators were the modality itself, performance and growth Of mode.</p>	<p>The Factors are Connected some To other Beingable mean the Minimizing or Maximization Of adhesion or of abandonment of the practice.</p>
<p>DE OLIVEIRA DUMKE; GINCIENE; BORGES (2021). The teaching of Sports Invasion in the Education School Physics: relationship between the tasks and Interventions Of teachers with the paper of students.</p>	<p>Investigate the relation between Tasks and interventions by teachers and the paper Of Students in teaching from Sports from invasion.</p>	<p>The results indicate that Teachers provide Tasks with and without interaction between opponents, predominating or game formal. In interventions preponderate the instruction Followed Of motivation Being Practically non-existent use from Questions for student reflection About what and when to do in-game.</p>	<p>The teachers Understand or Sports Teaching from invasion A perspective traditional. Initially, in order to general, they proposed or teaching from Skills Motor towards subsequently develop the game formal.</p>
<p>LAMAS et al. (2012). Elements structural of A model Formal Sports collectives of invasion.</p>	<p>Parse elements Structural from one model formal Of Sports Collective from invasion.</p>	<p>The development of a Formal Strategy Template and the dynamics of the game constitutes a contribution scientific original in context Of Sports Collective from invasion. Or procedure constructive of a defined strategy in the model is composed of five Sets from Elements sorted in Levels hierarchical, than support the design of strategies capable of providing adequate guidance a team in a game.</p>	<p>The structure formal Presented inaugurates A line of research that can contribute to towards limit the subjectivity in Definition of criteria futures analysis Drawings Experimental Taking to the Interpretations and Comparisons more Accurate of results of studies.</p>
<p>PIGEON MARK (2021). Perspective of teaching-apprenticeship Of the Principles of action and Rules of action in sports collectives of invasion.</p>	<p>Present the Main characteristics of the Teaching Games Is Understanding (TGfU), Context the principles and the menstruation from share Inherent to the phases of the game and submit a scenario hypothetical from application These</p>	<p>The team sports of invasion healthy Constituted by principles and rules of share than Beacon the Behaviors tactical- players' coaches and the organization of the class or Training session by the teacher/coach. The paradigm shift. Or TGfU, in specific It is</p>	<p>The hypothetical scenario proposed in this essay after the Reflections on the principles and menstruation from share Allows than or Teacher/Coach Glimpse the application These from manner congruent To principles of the TGfU.</p>

	concepts.	based on the principles and Action rules for the organization of the class, like this how Proposes Questions Guidelines towards Develop capacity decision-making of the Students.	
OLIVEIRA et al. (2021). Languages and Education Physics at BNCC: An analysis of the depart Of Skills Prescribed.	Parse the languages and the Physical education in Base National Common Curricular (BNCC).	With content analytics, we cut the units of registrations under the terms or Words than Compose each category a priori with base in theory Of Multiliteracies: language writing language oral and the Representations Visual sound, tactile, gestural, itself and spatial.	Is Limited the theoretical apprehension of the BNCC on the notion from language in Physical Education that little Explores the multiple languages, both over the years school years as In units Theme.

Source: authors.

Among the selected studies, there are a variety of methodological approaches, including document analysis, experimental research, performance analysis, observation and analysis of classes, experience reports, literature review, case study and interviews, a methodological diversity allows a comprehensive understanding of the topics covered.

The objectives of the selected studies also cover a wide range of topics, from the analysis of inconsistencies in the BNCC of Physical Education to proposals for innovations for the teaching of specific sports, such as futsal and floorball. In addition, some studies explore pedagogical models, such as Sport Education, and investigate aspects such as decision-making, execution of motor skills, barriers and facilitators for the practice of certain invasion sports. In which the diversity of approaches and objectives reflects the complexity and breadth of the theme, providing a comprehensive and grounded view of school Physical Education and the incorporation of invasion sports, as recommended by the BNCC.

DISCUSSION

The researches selected in this integrative review study address different aspects related to the teaching and practice of invasion sports, such as futsal and floorball, as well as the exploration of different educational models and methodologies.

The research conducted by Conceição (2021) demonstrates that the TgfU (Teaching Games for Understanding) method is a pedagogical approach that aims to develop game understanding, decision-making, and the execution of motor skills in the sports context. It is important because it puts students in situations that replicate the real demands of the game, promoting meaningful and transferable learning. Rather than just teaching isolated skills, TGFU focuses on tactical and strategic



understanding, which can improve in-game performance and the ability to make quick and effective decisions. In addition, by integrating motor skills within the context of the game, practitioners can develop greater efficiency and precision in their execution.

Thus, corroborating with the notes of Pombo Menezes (2021) who discusses the paradigm shift in the teaching of team sports (from technicality to teaching through games) proposed by models that are based on the game, such as the TGfU was important for considering the student at the center of the teaching-learning process and promoting the construction of knowledge in complex contexts. The author adds that the TGfU, in particular, is based on the principles and rules of action for the organization of the class, as well as proposes guiding questions to develop the students' decision-making capacity. Therefore, the hypothetical scenario proposed in this essay after the reflections on the principles and rules of action allows the teacher/trainer to envision the application of these in a congruent way to the principles of the TGfU.

In addition, Righi Lang and Gonzales (2023) proposed to reframe the teaching of invasion sports through the Sport Education model and the use of ICTs (Information and Communication Technologies). Based on this, through an experience report and qualitative analysis, they described that the Sport Education model is an approach that seeks to offer students a more complete sports experience, involving them in all aspects of the game, from the organization of teams to the competition itself. To innovate the teaching of invasion sports through this model and the use of ICTs, it is possible to integrate technologies such as performance analysis applications, which allow students to record and analyze their own performances, identifying strengths and areas for improvement. In addition, ICTs can be used to create multimedia resources that help explain game tactics and strategies, as well as to facilitate the organization and management of competitions between teams. In this way, the use of ICTs combined with the Sport Education model can provide a richer and more engaging experience in the teaching of invasion sports.

Another relevant research was carried out by Santos (2020), who proposed innovations for the teaching of futsal in elementary school, based on a literature review. Thus, the teaching proposal implemented in this study can be considered an innovative alternative for the pedagogical treatment of invasion sport in Physical Education classes, as it breaks with the traditional technicist pedagogy based on technical fragmentation and passive action of the student who acts as a mere repeater of stereotyped fundamentals. It also offers possibilities for teachers to treat sports differently, giving subsidies to give new meaning to the "rola bola", still so frequent in our reality.

In the context of floorball, Sampaio et al. (2021) explored the methodological possibilities of this modality at school. Thus, through a report of experience, discussed the potential methodological approaches of floorball in the school context, recognized that the students approved the activities applied and that time was the only negative factor of this practice, and that it is possible to apply an



unknown sport through preparation and study of the professional, to deal with the adverse situations that may arise. Thus, it was possible to conclude that the application of floorball can be carried out and encouraged in the school environment with specific adaptations.

Regarding the relationship between teachers' tasks and interventions and the role of students in teaching invasion sports, De Oliveira Dumke, Ginciene, and Borges (2021) conducted research that explored this topic. Both studies used classroom observation and analysis to examine this relationship and its educational implications. The results indicate that teachers provide tasks with and without interaction between opponents, with a predominance of formal games. In the interventions, instruction predominated, followed by motivation. Thus, the students played a partially active role due to the existing interacting tasks, but the teachers did not provide the opportunity for reflection and production of answers on the tactical dimension.

In this sense, Santos and Brito (2023) add that the tactical conception to teach invasion sports allows students to develop creativity, cooperation, decision-making, reasoning for problem solving, communication, and adaptation to adverse situations. Through a literature review, the authors also understood that it is not enough just to know the Invasion sports, but also to know how to introduce them in the classes, even though the difficulties to develop it exist, for this, they emphasize the importance of continuing education.

Corroborating Vargas' notes, Morisso and González (2018) conducted a case study and qualitative analysis that analyzed the experience of Sport Education in Physical Education classes, which enables a general visualization of the planning of the didactic unit to be worked on. However, this requires continuous work from the teacher and adequate training. Thus, they concluded that it is necessary to test the experience in different environments to know other advantages and difficulties of working with this proposal.

In turn, Vizú and Morato (2022) investigated the barriers and facilitators to the practice of floorball, identifying aspects that influence participation and engagement of individuals in this sport modality through interviews and qualitative analysis. The results revealed factors perceived simultaneously as barriers and facilitators: feelings, socialization, health, competitions and knowledge; These factors are linked to each other, and may mean minimizing or maximizing adherence or abandonment of the practice.

In addition to the above, the studies by Lamas et al. (2012) carried out a structural analysis of formal models to identify and explore the structural elements of invasion team sports, contributing to the understanding of these sports modalities in terms of their organization and dynamics. They were essential to conclude that the modeling of the dynamics of the opposition and the strategy complement each other, as they define the moments in which the strategic information is used by the players. The formal structure presented inaugurates a line of research that may contribute to limit



subjectivity in the definition of the criteria for the analysis of future experimental designs, leading to more accurate interpretations and comparisons of the results of the studies.

Additionally, Oliveira et al. (2021) analyzed the languages and Physical Education present in the National Common Curriculum Base (BNCC), this analysis strengthens the evidence of the limited proposition of the BNCC regarding the wealth of possibilities explored by Physical Education within the area of language knowledge, highlighting that the units of records in the terms or words that make up each category a priori based on the theory of multiliteracies: written language, oral language, and visual, sound, tactile, gestural, self-and spatial representations.

FINAL THOUGHTS

The analysis of the selected studies highlight that invasion sports provide opportunities for students to experience, enjoy and understand different body practices, not only that, but they can also develop creativity, cooperation, decision-making, reasoning for problem solving, communication and adaptation to adverse situations, giving relevance to this object of knowledge that is within the thematic unit sport in the BNCC, the relevance of invasion sports in school Physical Education, in line with the guidelines of the National Common Curriculum Base (BNCC).

The information selected from each article explains the importance of This object of knowledge is clear, directing the Physical Education teacher to plan a class that involves invasion sports in a dynamic way, using tools that escape the "basics", with educational methodologies based on a simple foundation of the thematic unit sport, for example.

In view of this, it is possible to make final considerations that emphasize the importance of these modalities as pedagogical tools in the integral formation of students. The contemporaneity of Physical Education, aligned with the National Common Curricular Base (BNCC), demands an approach that transcends the search for sports results and focuses on the socio-emotional, ethical and cognitive development of students.

The inclusion of invasion sports in the curriculum, as recommended by the BNCC, represents a significant advance, providing opportunities for students to experience, enjoy and understand different body practices. These modalities not only contribute to physical fitness, but also promote cooperation, resilience, decision-making, and emotional control, which are essential aspects for the formation of conscious and participatory citizens.

Teachers' understanding of the educational potential of invasion sports is crucial to the success of this approach. Trained and committed professionals can create learning environments that go beyond the technical aspect, providing enriching experiences that go beyond the limits of the sports court. This expanded view contributes to the construction of solid knowledge, based not only on motor skills, but also on values that permeate social life and citizenship.



In view of the importance of promoting school physical education aligned with the guidelines of the National Common Curriculum Base (BNCC), it is essential to carry out more in-depth studies on the inclusion and approach of invasion sports in this context. The understanding and application of these sports modalities can contribute significantly to the integral development of students, thus meeting the educational purposes recommended by the BNCC.



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