


Secondary school reform and its implications in Brazilian school Physical Education: An integrative review of academic productions in the period 2014-2019

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ABSTRACT

As an area of knowledge, physical education has historically been linked to prevailing conceptions of each era, however, over time, it has shown itself to be of paramount importance for the community, it has been strengthened and consolidated as a mandatory curricular component in basic education. However, the changes made in the Brazilian educational legislation can directly influence this consolidation. Thus, the present study aimed to analyze the scientific discussions about the implications that Brazilian school physical education will face after the reform of high school. To this end, the integrative review was used as a research method, with exploratory, descriptive and qualitative approaches. To obtain and construct the results, the studies were selected from the following databases: Bireme, Lilacs, Medline and SciElo. A total of 34 articles were obtained, and after applying the inclusion criteria, 7 studies were analyzed, synthesized in a comparative table. After correlating the respective studies with the changes made in the Law of Guidelines and Bases of National Education No. 9394/96 and with the final version of the National Common Curriculum Base for high school, it was found that school physical education, specifically in high school, will face implications that will lead to a new crisis, especially of legitimacy. and with that, difficulties to materialize as a curriculum. These implications will directly affect the performance of the physical education teacher and the academic training in physical education.

Keywords: Reform, High School, Implications, Physical Education.

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INTRODUCTION

School Physical Education (PE) aims at the study and development of the body culture of movement, with the objective of inserting the student in this culture with a view to making them critical individuals, capable of reflecting, transforming, and reproducing the body culture historically constructed by humanity (SOARES et al., 2012). Acknowledging, therefore, the fundamental role that PE develops in the teaching and learning process for the integral formation of the student and with an emphasis on basic education, this work emerges in the light of the debates and reflections developed in the academic and school spheres regarding the reform of secondary education (ME) (Law No. 13.415/2017), and the changes maintained in the final version of the National Common Curricular Base (BNCC) for MS.

The present work is based on the conception that for the teacher to develop a good work, it is necessary to know intrinsically the obstacles and possibilities existing in the area of knowledge that concerns him/her teaching. By highlighting this principle, it is proposed to bring us closer and clarify the new paths to be followed by the school PE after the reform of the MS.

It is known that as an area of knowledge, PE was for a long period linked to the prevailing conceptions of each era, however, over time, it proved to be of paramount importance for the collectivity, strengthened and consolidated, among other aspects, as a mandatory curricular component in basic education (CASTRO, 2017). Its insertion in the school environment is marked by the reform of primary education carried out in the Municipality of Corte by Viscount Couto Ferraz in 1851. After three years of reform (1854), PE was used as a compulsory content in basic education: in primary school it was a subject of gymnastics, and in secondary school it was developed through dance (BETTI, 1991).

During the process of standardization of basic education, the Federal Constitution of 1937 instituted PE as a mandatory practice in all federal schools, so it was used as a means of propagating the interests of the Vargas government, which seeking to improve society for the labor market instigated it to develop a eugenic and hygienist education that lasted until the beginning of the twenty-first century (CASTRO 2017).

His relationship with the MS was accentuated in 1961. The first law of Guidelines and Bases of National Education (LDB No. 4,024) was enacted, which, among other things, established the duration of four years for primary education, and MS, in two cycles, junior high and high school. In this context, PE became mandatory at both levels of education for students up to 18 years of age, maintaining as its main attribution the initiation to sport (CASTRO, 2017).

In the second LDB (No. 5,692), enacted during the Military Government (1964-1985), primary education became compulsory with a duration of eight years, and the inclusion of studies in Artistic, Moral and Civic Education, as well as PE and health programs in all establishments that



offered primary and secondary education (ME) was mandatory. At this juncture, PE gained greater repercussion, and in 1971 Decree No. 69,450 was published, which gave school PE at both levels of education the duty to develop physical fitness, moral and civic values, psychic and social skills, health conservation and leadership spirit (DARIDO, 2003).

After the end of the Military Government, PE found itself in the search for a new identity, different from those attributed to it in the past; although permeated by several problems regarding the formulation of this identity, in education it established itself as a science of the body culture of movement (SOARES et al., 2012). And with the enactment of the third LDB (No. 9,394/1996), it can be developed with more autonomy, the school was integrated as a mandatory curricular component adjusting to the age groups and the needs of the Brazilian school context, being provided only in night school. The MS, in turn, assumed the responsibility of enabling the deepening of knowledge, preparation for work, citizenship and the development of critical and autonomous thinking (BRASIL, 1996).

School PE has maintained an intrinsic relationship with health, in its historical context, since its moment of origin. In Brazil, she experienced the hygienist period and, consequently, the moment of promoting physical fitness. Although it had different ideological conceptions, one cannot lose sight of the fact that PE has a strong existential relationship with health in its existential "cradle" (SANTOS; CARDOSO, 2012). Based on Devide (2002), Santos and Cardoso (2012) argue that this relationship is modified through different conceptions, which on the one hand try to strengthen it and on the other hand attenuate it. However, in the school environment, the relationship between PE and health is established under two aspects: health promotion and prevention. Although there may be problems about how PE develops health promotion and prevention, Santos and Cardoso (2012) show that, unlike in the past, today the relationship between PE and school health has been established through global and humanized knowledge that considers economic, social, cultural and historical determinants (SANTOS; CARDOSO, 2012).

In this context, it can be seen that school PE is updated and observant of the social problems that permeate the school, therefore, it becomes an indispensable ally in the prevention of diseases, and consequently in the promotion of health. In this way, PE assumes the role in the intervention of the problems that have been affecting the global population, and the sedentary lifestyle is pointed out as one of the main responsible for the frightening picture of adults and children with health problems related to the sedentary lifestyle, namely that "the lack of physical activity is still one of the major causes of childhood obesity. [...]", and it should be noted that technological trends and influences have increasingly directed to screens. Thus, "these children have a greater tendency to be obese than those who play or practice any type of sport" (SILVA FILHO, 2013, p. 18).



In this scenario in which sedentary lifestyle is conceived as a disease of the century, being one of the direct responsible for the spread of several diseases, among them, especially obesity, PE emerges as a direct facilitator of changes in this reality, being presented as a potential intervenor both in health education, providing the awareness of cause and effect for a quality life, as an instrument for the development and encouragement of sports and leisure practices, since childhood, because children start to attend the school environment from the age of five, and through experience they positively assume the basis for the formation of a conscious adult, and healthy habits.

The World Health Organization (WHO) estimates that 41 million children under the age of 5 are obese or overweight worldwide, characterizing a global epidemic. According to the Brazilian Association for the Study of Obesity and Metabolic Syndrome (ABESO), obesity is growing more and more, surveys highlight that more than 50% of the population is overweight, that is, in the overweight and obesity range, these data are also alarming among children, and it is found that 15% of children are in this condition, It is noted that 80% of obese children become obese adults. Under this analysis, the Brazilian Institute of Geography and Statistics (IBGE) according to the 2010 census, found that in the age group of 10 to 19 years, overweight increased six times for men and three times for women, signaling that there was a continuous growth in the last 34 years, between 1974-75 and 2008-09, this is more noticeable in males. in which the index changed from 3.7% to 21.7%. Among young women, the statistics tripled: from 7.6% to 19.0%. By mentioning Viuniski (1999) and Silva Filho (2013), it is possible to see that it is not just about aesthetics, as there are deeper problems than simple appearance, these children or adolescents may be causing serious cardiovascular problems, hypertension, diabetes and high cholesterol, which are diseases found in adults.

Therefore, considering the existing relations between PE and health, it can be seen that this discipline assumes the role of an active instrument in the prophylaxis of diseases, with the trend of the globalized world, becoming increasingly essential its role for society, being essential in the school environment. According to Martinez (1996, p.61) "it is important to promote health in the school environment and to be part of the school political-pedagogical proposal, as it is essential to the education of the personality and lifestyle of individuals".

However, the advent of the ME reform enacted in 2016 seemed to disregard the importance of PE and its historical relationship with ME. The reform carried out through Provisional Measure (MP) No. 746/2016 disregarded PE as a mandatory curricular component in MS. And only after intense demands from the academic and scientific society in the area, the definitive document of the reform (Law No. 13,415/2017), reconsidered the obligation of PE in MS, however, with several uncertainties, as it was not clear how the presence of PE in MS would take place after such reform (BASTOS; SANTOS JUNIOR; FERREIRA, 2017).



Another situation that caused annoyance and contributed to the uncertainties was the fact that Law No. 13,415/2017, without consensus of the academic and scientific society, made several changes to LDB No. 9,394/1996, and left so many attributions on the permanence of EF to a document (BNCC) that for the MS was not yet concluded, and, therefore, it was not possible to clearly see the protagonism and place of PE in this new context (SOUZA; RAMOS, 2017).

Based on this conjuncture and the uncertainties raised by several authors about the presence of PE in MS after reform, the present study aimed to analyze the scientific discussions about the implications that Brazilian school physical education will face after the reform of secondary education.

MATERIALS AND METHODS

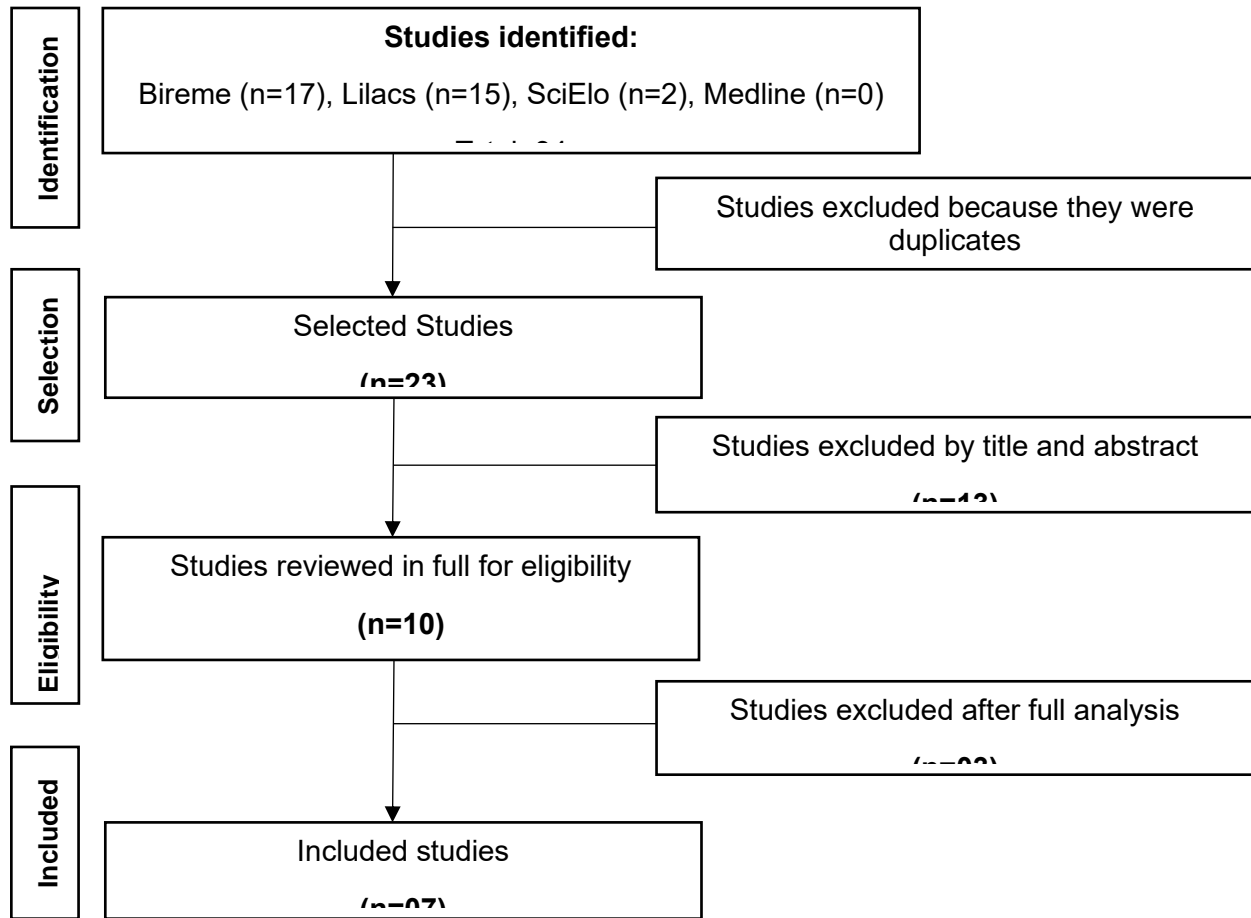
The present work is the result of an integrative review, which, according to Souza, Silva and Carvalho (2010), is characterized as a research that makes it possible to aggregate various information to understand the analyzed phenomenon, making it possible to synthesize the definition of concepts, review of theories and evidence, considering approaches from the theoretical and empirical literature, maintaining reliability during the analysis. It is characterized as an exploratory, descriptive research, which for Gil (2008) allows a closer approach to the object of study investigated, improving or verifying ideas in order to describe the phenomena involved. It has a qualitative approach that, according to Minayo (2001), is developed with a wide and deep universe of meanings about phenomena that cannot be verified by numerical variables.

To obtain the studies of this review, searches were carried out in the following databases: Bireme, Lilacs, Medline and SciElo, considering the descriptors: "Physical Education", "High School", "Reform", "High School" and "National Common Curricular Base", combined using the logic operators AND and OR (SOUZA; SILVA; CARVALHO, 2010).

As inclusion criteria, we considered studies that proposed to discuss: A) Physical Education in the National Common Curricular Base; B) Physical Education in the reform of High School; C) the reform of Secondary Education and the possible implications for Brazilian school PE; D) studies published in the existing time frame between 2014 and 2019; E) studies published in Portuguese in full format. And for exclusion purposes, it was decided to: A) disregard the studies that did not discuss the implications of the education reform in Brazilian school PE (SOUZA, SILVA AND CARVALHO, 2010).

Figure 1 shows the selection process of the studies found in the databases using the respective descriptors.

Figure 1 – Flowchart of the selection process of the studies included in the review.



Source: The authors.

To obtain the answers sought in this research, the seven studies were analyzed using the techniques for content analysis presented by Bardin (2011).

RESULTS

Chart 1 shows the seven studies included in this research with identification of the databases, types and titles of the studies, names of the authors, journals of publication, and main notes of the authors. From the content analysis, 4 categories emerged: Implications for the legitimacy of PE in ME; Implications of the MS reform in School PE; Implications for the PE teacher's performance in EM and Implications for academic training in PE.



Chart 1 – Describes the studies and the main notes of the authors

| DATABASE | TYPE AND TITLE OF STUDIES | AUTHORS | NEWSPAPER (VOL, N, PAGE, YEAR) | NOTES |
|---------------|--|--|---|--|
| Bireme/Lilacs | <p>ESSAY</p> <p>The Attributions of School Physical Education: a Special Focus in High School</p> | CASTRO V. M. | Motrivivência, 29 (52),124-135, set 2017. | The loss of space of EF in the EM is a result of the historical mode operated by the market need. He points out that under this situation the EF will face yet another crisis, above all of legitimacy in the MS. |
| Bireme/Lilacs | <p>ESSAY</p> <p>Physical Education in High School or Understanding the Ice Age</p> | NETO, V. M. et al. | Motrivivência, 29 (52),87-105, set 2017. | To see in the historical aspects that determined the reform of the MS conditioning factors that led PE to neglect, which consequently limited the student's access to the content of the body culture of movement, and weakened the performance of the professional trained in PE. |
| Bireme/Lilacs | <p>ESSAY</p> <p>The "New" High School: implications for the legitimation process of Physical Education</p> | GADO J. Â.; JUNIOR, A. S. A.; OLIVEIRA, C. M. | Motriexperience, 29 (52),53-70, Sep 2017. | They argue that the loss of space and legitimacy of PE in the MS is a reflection of the matrices that constitute it, which were currently not under the determinants of the market and, therefore, it is no longer necessary for it. |
| Bireme/Lilacs | <p>ESSAY</p> <p>Physical Education and the World of Work: A dialogue with the current High School Reform</p> | SOUZA, M. D. S.; RAMOS, F. K. | Motriexperience, 29 (52),71-86, Sep 2017. | In the general context, PE had its matrices brought back to the dictates of the market, which increasingly volatile caused it to lose its essence in the school environment, especially in MS, which had made it an optional component of studies and practices. |
| Bireme/Lilacs | <p>ESSAY</p> <p>High School Reform And Physical Education: An Abyss To The Future</p> | BASTOS, R. D. S.; JUNIOR, O. G. D. S.; FERREIRA, M. P. D. A. | Motrivivência, 29 (52) 38-52, Sep 2017. | They show that in the reform of the MS, PE will become inferior to the other disciplines because it is not known in which year it will be developed, so the teacher's performance will lose space, which will culminate in the reduction of the Bachelor's degree courses and increase in the number of Bachelor's courses in PE |



| | | | | |
|---------------|---|---------------------------------|--|---|
| Bireme/Lilacs | <p>LITERATURE REVIEW</p> <p>Physical Education in the "New" High School: the rise of notorious knowledge and the return of the athletic and "sporting" vision of life</p> | BUNGENSTAB, G. C.; FILHO, A. L. | Motriexperience, 29 (52), 19-37, Sep 2017. | note that the entry of professionals of notorious knowledge and the return of technical and professional training will imply a possible crisis for PE as a mandatory curricular component of MS |
| Bireme/Lilacs | <p>ESSAY</p> <p>Physical Education, High School and Youth: Let's Talk About Crisis?</p> | BUNGENSTAB, G. C. | Thinking Practice 22, 1-10 2019 | The reform of the EM led PE to a third moment of crisis, this time characterized by uncertainties and loss of legitimacy in the school environment, more precisely in the MS. |

Source: The authors.

Below, we will present a synthesis of the studies with the main implications that school PE may face after the reform of the MS. It is worth mentioning that the questions raised in six of the seven studies were asked before the final wording of the BNCC, and that the study by Bungenstab (2019), although it emerged after, did not seek to confirm the problems pointed out. Therefore, they all need to be verified. To this end, the correlation between the implications identified by the authors, LDB No. 9,394/1996 and the final version of the BNCC, will be developed in the discussion section.

IMPLICATIONS FOR THE LEGITIMACY OF PHYSICAL EDUCATION IN SECONDARY EDUCATION

In this category, four studies are listed, which sought to discuss and point out the reasons that led PE to occupy a timid space in MS after the reform maintained by Law No. 13,415/2017.

Castro's (2017) study demonstrates that historically PE has been linked to the prevailing mercantile needs in each era, and that today, as in the past, its attributions and legitimacy are defined according to the prevailing social needs, for him PE has lost its space in EM because it is dissonant from the current needs of the market. Gariglio, Almeida Junior and Oliveira (2017) see in Bracht (2001) that the "[...] the foundations of support of the model that legitimized Physical Education in schools would be eroded because we are facing significant social changes" (GARIGLIO; ALMEIDA JUNIOR; OLIVEIRA, 2017, p. 61). For them, PE materializes under another identity, physical fitness is less important, health is no longer linked only to the concept of the biological body, and leisure occupies a space as important as work. Therefore, PE becomes dispensable in an educational reform that regresses EM to a technicist model consistent with the needs of the market.

Sousa and Ramos (2017) also agree that the implications of the current MS reform in PE are



historically linked to the modes of market operation. However, they point to another path for its loss of legitimacy in the MS. They argue that from the 1980s onwards, although it had found an identity, and began to question the biological hegemony that prevailed in it, from the 1990s onwards, under the strong influence of the Toyotist system, PE began to be brought back to the dictates of the market, which according to them was confirmed in the regulation of the profession in PE (Law No. 9696/1998) and in the division of PE between bachelor's and licentiate degrees (CNE/CES Resolution No. 07/2004, and Resolution CNE/CES No. 04/2009). For Sousa and Ramos, "This reality demonstrates, once again, that Physical Education adapts to the dictates of capital, continuing a history of subordination, in which the market dictates the rules [...]" (SOUSA; RAMOS, 2017, p.78). They soon conclude that, in an increasingly volatile market, PE loses its essentiality, and in an educational reform based on competencies "[...] remains on the margins, relegated to a position merely of "studies and practices" (SOUSA; RAMOS, 2017, p.81).

Castro (2017) emphasizes that under such a conjuncture "[...] in the first decades of the twenty-first century, school Physical Education is going through a crisis of legitimacy, especially with regard to its mandatory curriculum in the new high school" (CASTRO, 2017, p.133). According to Bungenstab (2019), EF, in the face of MS reform, faces a third moment of crisis in its existential lapse. It demonstrates that "the first and second 'moments' of crisis of PE were related to the crisis of modernity itself and its dissonant relationship between theory and practice (BUNGENSTAB, 2019, p. 6). The third, in turn, "[...] the formulation of questions about the legitimacy of this discipline within the school, more precisely in the MS (BUNGENSTAB, 2019, p. 6) is directed.

IMPLICATIONS OF THE REFORM ON THE TEACHING OF SCHOOL PHYSICAL EDUCATION

The five studies listed in this category discuss and point out the possible implications that the EM reform will bring to the teaching of school PE.

Castro (2017) points out that such a reform, by integrating PE in the axis of Languages and its Technologies, will lead it to a position of optional content, as the student will only be required to attend only one of the five thematic axes, therefore, there is no guarantee that the axis chosen will be that of PE; Therefore, it will not be experienced by students who choose vocational education, which will consequently reduce their workload. Bastos, Santos Junior and Ferreira (2017). They emphasize that, under conditions, "it will become secondary to other subjects in the school curriculum, because, unlike Portuguese and mathematics, it is not clear at what point in the three years Physical Education will be compulsory (BASTOS; SANTOS JUNIOR; FERREIRA, 2017, p. 50).

Molina Neto et al. (2017) argue that the removal of the obligation of PE in MS reduces the student's access to the content of the body culture of movement provided for in school PE. Thus, it



reduces the possibility of choice, protagonism and judgment of the students about their education for health, leisure, society, culture, politics and economy. As a systematized practice, in the face of the reorganization of ME, as in the past, it will become exclusionary, once again developing pedagogical action with a view to selecting the most skillful students (SOUSA; RAMOS, 2017).

For Bungenstab and Lazzarate Filho (2017), this new reality will weaken the body culture of movement and promote the rise of the sportivist technical bias and the return of the dualistic conception between body and mind that has long been overcome.

IMPLICATIONS FOR THE PERFORMANCE OF PHYSICAL EDUCATION TEACHERS IN HIGH SCHOOL

Three articles have been listed in this category, and they talk about the possible problems that PE teachers may face after the MS reform.

In this sense, Bungenstab and Lazzarotti Filho (2017), when conducting a literature review on the studies retrieved in the journals, Movimento, Motrivivência, RBCE, Pensar a Prática and Motriz, found that in the last 15 years MS has been little explored in terms of research and reflections on PE. In short, "the disappearance of the category "vocational training" may, unfortunately, give a signal that little has been invested in the debates on the PE teacher in MS. In this case, the Brazilian educational reform opens the door to the "notorious knowledge" (BUNGENSTAB; LAZZARATE FILHO, 2017); emphasize that the amendment to article 61 of Law No. 9394/1996 given by Law No. 13,415/2017, now guarantees, in addition to professionals with a diploma, the performance of professionals with the so-called notorious knowledge, setting precedents for the performance of military personnel, former athletes, or any other person who knows about existing bodily practices. For Castro (2017), the entry of these professionals is the result of neglect and devaluation of PE teachers.

Bastos, Santos Junior and Ferreira (2017) warn that "if the teaching of Physical Education is not mandatory in the three years of high school, consequently, there may be a significant reduction in the workload and remuneration of teachers who already work in this stage of education" (BASTOS; SANTOS JUNIOR; FERREIRA, 2017, p. 50); point out that the insertion of professionals with notorious knowledge "[...] to work in the teaching of Physical Education will collaborate to reduce the number of teacher vacancies in public education to new graduate teachers, in addition to creating a dispute between these workers (graduates and professionals with notorious knowledge)" (BASTOS; SANTOS JUNIOR; FERREIRA, 2017, p. 50); for them, the work of the PE teacher in the school environment runs "[...] the serious risk of being compared to that of a coach, due to the resumption of the technician/sportsmanlike conception as a guiding proposal for their pedagogical action" [...] (BASTOS; SANTOS JUNIOR; FERREIRA, 2017, p. 50).



IMPLICATIONS FOR ACADEMIC TRAINING IN PHYSICAL EDUCATION

Although only one study is listed, this category is of paramount importance because it demonstrates that the implications arising from the EM reform have gone beyond the "walls" of schools and reached the university environment.

For Bastos, Santos Junior and Ferreira (2017):

[...] A new clause (§ 8) included in Article 62 of LDB/96, determines that "the curricula of teacher training courses shall have as reference the National Common Curricular Base". In other words, the conception of education aimed at basic education will also determine teacher training (BASTOS; SANTOS JUNIOR; FERREIRA, 2017, p. 50).

They point out that the limited space for PE teachers in MS will induce a significant reduction in undergraduate courses, and an increase in bachelor's degree courses in PE; will intensify the antagonistic conflict, bachelors X graduates in PE. In undergraduate courses, there will be a consequent devaluation of the contents of human sciences to the detriment of technical sports practices.

DISCUSSION

The studies included in this research, although they propose to discuss specific aspects of a certain point of the MS reform, as a whole, seem to complement each other, have in common the thought that in greater equivalence the MS reform was determined according to the order of the current economic needs. And as such, it sustained the emergence of harmful problems that made the permanence of PE in the MS unstable.

Molina Neto et al. (2017) demonstrate that, in an attempt to determine the matrices of MS, a clash of antagonistic ideologies has historically been established, sustaining a dualism that continues to corrode the meshes of the democratization process of this stage of education. It argues that in the last decade, social discourses and academics have accepted the consensus that the way in which EM was developing could not meet the social demands or the perspectives of the students. It points out that such a situation led the academic and scientific society, in a democratic way, to discuss and weave documents seeking a possible knowledge for the problems identified in the MS.

Bastos, Santos Junior and Ferreira (2017) conceive that an educational reform in Brazil has been necessary for a long time, but the one presented through MP 746/2017 disregarded the various debates, and propositions that occurred in conferences and in the National Education Plan (PNE), showing itself to be very far from what was intended by academic and social movements.

According to Gariglio, Almeida Junior and Oliveira (2017, p.59-60):

The educational perspective expressed in the counter-reform of High School is diametrically opposed to the idea of an integral education whose character is not guided by the instrumental logic of formation. Thus, it was not surprising that the presence of Physical



Education in the High School curriculum was questioned and its permanence, as a mandatory curricular component, was put in check. Such a counter-reform, therefore, ends up reinforcing the fragmentation and hierarchy of school knowledge that the National Curriculum Guidelines for Secondary Education, widely debated, sought to address.

That said, and the general terms of the seven studies inferred, among other things, that PE has lost space in EM not only because it is close to an integral educational perspective (GARIGLIO; ALMEIDA JUNIOR; OLIVEIRA, 2017), if it is dissonant from the demands of the market (CASTRO, 2017), or even that it has bent to such demands and thus become volatile (SOUSA; RAMOS, 2017). It loses ground because it is also used in the correlation of forces between antagonistic world projects. In this regard, studies in general terms discretely convey the idea that PE should be a means for the construction of an educational, economic and social world opposed to the operating modes of capital now prevailing in ME.

Therefore, it is not intended here to deny this premise, but rather to elucidate the fact that by employing PE as a potential means to achieve transcendence in world projects, it has contributed over time to its concreteness as a science and discipline indispensable to the collectivity. The result of this is that, unlike Portuguese and mathematics, it has not been able to transgress the different perspectives of training for MS, and now, as demonstrated by Bungenstab (2019), it is in a third moment of crisis. Above all, of legitimacy in the EM.

Concerning the precepts previously discussed and presented by the authors as hypotheses that can become reality compared to the final version of the BNCC (2018), for MS, the emergence of such a crisis proved to be increasingly closer to reality and, therefore, sustainable.

As expected, Castro's (2017) notes became possible; the final version of the BNCC does not bring significant changes different from those established by Law No. 13,415/2017. It argues that

In the area of Languages and their Technologies, Physical Education enables students to explore movement and gestures in bodily practices of different cultural groups and analyze the discourses and values associated with them [...] (BRAZIL, 2018, p. 483),

Therefore, even though it is considered a mandatory curricular component of MS, as demonstrated by Castro (2017) can indeed assume a position of optional discipline, this is observed when the document takes the training itineraries as

[...] strategic for the flexibility of the curricular organization of High School, as they allow students to choose from – they can be structured with a focus on an area of knowledge, on technical and professional training or, also, on the mobilization of competencies and skills from different areas [...] (BRAZIL, 2018, p. 477)

In these terms, it can be seen that PE is part of the MS curricular flexibility strategy, and as such will be at the mercy of the student's choice, who in the search for early training may choose another itinerary and/or technical training, and thus not attend it. As indicated in the studies listed in



the second category, PE will not be offered to all students, it will become inferior to other subjects. And as a deeper consequence, it will not have the same space to materialize its curricular matrix, consequently there will be a reduction in the field of action of the teacher trained for school purposes.

In general, the final version of the BNCC presents content on PE in MS integrated with the axis of Languages and their Technologies, but does not specify the competencies and skills, as occurs in the other disciplines, which more explicitly present how teaching should be.

Thus, the questions previously exposed by the authors reaffirm the instabilities that this discipline suffers, with the lack of description, by axis, that can clarify the curriculum, the Political Pedagogical Project (PPP) of the school, and consequently the teachers regarding the application of the basic contents for their professional performance.

As for the performance of professionals of notorious knowledge, previously pointed out by the authors as a possibility, it can be seen that they can in fact act as PE teachers. The possibility is supported, first, in the updates maintained in article 61 of LDB 9.394/1996, which now guarantees the performance of these professionals in technical and vocational training. And secondly, in the text of the final version of the BNCC, which, by arguing that the formative itineraries "[...] can be structured with a focus on one area of knowledge, on technical and professional training [...]" (BRASIL, 2018, p. 477), in these terms, "doors" are opened for action and a possible meeting between these professionals and the student who choose to attend the physical education itinerary in vocational technical education.

This finding, together with the fact that school PE remains in only one axis (Languages and their Technologies) and consolidates a harsh reality; teachers trained for school PE run the serious risk of having a reduction in their workload and consequently a reduction in their salaries.

It can be seen that most of the implications pointed out in this research are yet to happen. The reform of the MS, in fact, led the Brazilian school PE to a third moment of crisis.

In view of these findings, it is prudent to relate the notes of the authors who proposed to direct solutions to overcome this crisis, and thus legitimize PE in ME, in this perspective, Molina Neto et al. (2017) asserts that the crisis becomes a good time to reflect on the university training of PE teachers, and even on pedagogical practices at school, with emphasis on the experiences lived by students in this environment and outside of it.

For Gariglio, Almeida Junior and Oliveira (2017), the answers to this dilemma, of PE in EM, go through a process of confronting the bases that sustain the "new" High School. They highlight the need to expand research and studies in the academic and school spheres that discuss the presence of PE in MS.

Bungenstab and Lazzarotti Filho (2017) argue that it is essential to discuss the importance of



teacher training to work in Brazilian MS. They also emphasize that the debate is open and that there will always be a place for PE in MS, however, it is necessary to fill it not only with presence, but also in thought, because the uncritical and technicist ideas had already been overcome in academic production.

FINAL THOUGHTS

The purpose of the respective research was to answer what would be the implications for school PE when it was submitted, conceived and developed in line with the current reform of MS, in a satisfactory way it can be seen that the advent of the reform corroborated the rupture of historical ties between PE and this stage of basic education. Based on the studies included in this research and on the inferences made about the latest version of the BNCC, it can be stated that, in fact, PE faces a third moment of crisis, this time with the loss of significant space in basic education. Having, among other implications, a reduction in their workload, restriction in student access, and consequently a reduction in the field of action of PE teachers.

By providing further clarification on the situation of school PE in the MS reform, this research is of paramount importance to society, especially to PE professionals. It clarifies to them the new reality to be faced in the school environment. Thus contributing to better performance and search for new strategies and perspectives for school PE.

In general, it allowed us to realize that the reform of the MS, although necessary, under the terms of law 13.415/2017, disregarded much of the debate and the propositions made by the academic and scientific educational society, maintained strong links with the current economic system, causing controversy and opposition. It can be noted that in this context, PE has lost ground because it has a dissonant curricular matrix, and, therefore, the new teaching requirements for MS are unnecessary.

In view of this, it is considered prudent to join forces and point out means to overcome such a crisis, and thus legitimize PE as an indispensable science to the collectivity, thus sustaining the desire for a PE that does not bend to the dictates of the market, but that manages to transgress the different perspectives of educational training. An FE that, in general terms, respects and does not degrade the critical, reflective and philosophical aspects. That respects and does not degrade the aesthetic, biological, health, sports, leisure, etc. aspects. A PE that, although it is a "tool" of different projects in the world, can overcome the antagonistic clashes that involve the area, and the problems in the training and performance of PE professionals. Perhaps, in these terms, PE will be able to find ways to show itself to be of paramount essentiality, and thus indispensable in any educational, economic, and/or social projects that involve it.

Finally, it is necessary to see the development of new research that can follow the changes of



the MS reform on the "floor" of the school, to point out the new possibilities and obstacles for PE in this new conjuncture, and especially to identify which solutions have arisen to overcome the crisis established in the PE of ME.



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