

Conteúdo, forma e destinatário do planejamento do trabalho educativo na Educação Física escolar: estado da arte das publicações no Portal de Periódicos da CAPES e no banco de dados da SciELO

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Resumo

O objetivo deste artigo é apresentar os resultados do estado da arte da tríade conteúdo-forma-destinatário do planejamento na Educação Física escolar, sendo extrato de uma tese de doutoramento. Metodologicamente, foram examinadas 27 publicações no Portal de Periódicos da CAPES e na SciELO. Os resultados evidenciaram a abordagem de diversos conteúdos, destacando a aptidão física, promoção da saúde, esportes e cultura corporal. Sobre a forma, observamos princípios da periodização do treinamento, da centralidade do movimento, do planejamento participativo, além de métodos das próprias redes de ensino. Acerca da formação humana, percebemos como finalidades o desenvolvimento da qualidade de vida, de atletas de rendimento, de habilidades e competências ligadas às aprendizagens flexíveis, de sujeitos críticos e autônomos de modo integral e inclusão de alunos com deficiência. Concluímos que o planejamento é essencial a tomada de consciência das ações e operações docentes capazes de promover a apropriação do conhecimento na Educação Física escolar.

Palavras-chave: Conteúdo, forma e destinatário. Planejamento do trabalho educativo. Educação Física. Estado da arte.

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Content, form, and addressee of the planning of educational work in physical education at school: state-of-art of publications from CAPES Periodicals Portal and Scielo database

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Abstract

This paper aims to present the results extracted from a PhD thesis of the state-of-art in the triad content-form-addressee in Physical Education at school. We examined twenty-seven publications from CAPES Periodicals Portal and SciELO. The results evidenced a range of content, mainly physical fitness, health promotion, sports and body culture. Regarding the form, we observed the principles of training periodization, movement centrality, and engaged training, in addition to some methods created by the schools themselves. Analysing human formation, we observed the improvement of the quality of life of high-performance athletes, of skills and competencies connected to flexible learning of critical and autonomous subjects, in general, and of the inclusion of deficient students as the main goals. We concluded that planning is essential for the awareness of teachers' actions and operations, which are capable of promoting the appropriation of knowledge in Physical Education at school.

Keywords: Content-form-addressee. Planning of the educational work. Physical education. State-of-art.

Contenido, forma y destinatario de la planificación del trabajo educativo en educación física escolar: estado del arte de las publicaciones en el Portal de Publicaciones Periódicas CAPES y de la base de datos Scielo

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Resumen

El objetivo de este artículo es presentar los resultados del estado de arte de la tríada contenido-forma-destinatario del planeamiento de la educación física escolar. Metodológicamente fueron revisadas 27 publicaciones en el portal de periódicos de la CAPES y en SciELO. Los resultados evidenciarán el abordaje de diversos contenidos, destacando la aptitud física, promoción de la salud, deportes y cultura corporal. Sobre la forma, observamos los principios de la periodización del entrenamiento, de la centralidad del movimiento, del planeamiento participativo, además de los métodos de las propias redes de enseñanza. Acerca de la formación, percibimos como finalmente el desenvolvimiento de la calidad de vida, de las competencias ligadas a los aprendizajes flexibles, de sujetos críticos y autónomos e inclusión de alumnos con discapacidad. Concluimos que el planeamiento es esencial en la toma de conciencia de las acciones de los docentes capaces de promover la apropiación del conocimiento de la educación física.

Palabras clave: Contenido, forma y destinatario. Planificación del trabajo educativo. Educación física. Estado del arte.

Introduction

This article is an excerpt from a doctoral thesis and aims to present an analysis of the triad of content, form, and recipient regarding the results of the state of the art of planning in Physical Education within Brazilian basic education. The justification for this study is the scarcity of research on the topic of planning in this area (BOSSLE, 2002; 2003; LOPES et al., 2016) and the need to identify and analyze works that may contribute to reflections on planning in school Physical Education. Initially, it is important to clarify that the analyses are grounded in historical-critical pedagogy and historical-cultural psychology, with the understanding that the political, social, and cultural dimensions of the school enable us to comprehend that the basic principle of planning is linked to the triad of content-form-recipient (MARTINS, 2018).

Considering that the essential traits of the human species are not inherited phylogenetically but produced through their social nature, mediated by work, these characteristics need to be transmitted, i.e., taught. According to explanations by Leontiev (1978), Saviani (2007; 2013; 2019), and Martins (2013; 2018), the quality of the educational process is directly related to its content and form. As a result, planning becomes essential for education to promote development, whether in identifying cultural elements to be assimilated by individuals or in discovering the most efficient and effective ways to achieve objectives (SAVIANI, 2013).

In this sense, the planning of pedagogical activity is viewed as a process of meanings captured by the individual, derived from the translation of objects reflected in the subjective image of objective reality, i.e., in consciousness. Consequently, voluntary actions and operations aimed at achieving educational goals are established. Thus, planning that integrates content, form, and recipient of the activity has its overall flow composed of three elementary and inseparable moments: the analysis of objective reality, the definition of actions aimed at achieving conscious ends, and the operations for satisfying needs.

Given this necessity and the privileged position of the school in the development of individuals, that is, in enriching the universe of meanings (MARTINS, 2013), the transmission and socialization of systematized knowledge assume the role of the school committed to overcoming the capitalist mode of production.

Thus, the political, social, and cultural aspects of formal education can be condensed into advocating for raising the cultural standard of the working class, as the transmission of historically systematized knowledge promotes the development of superior functional processes in individuals,

the formation of thought through concepts, and complex behaviors for self-regulation of conduct (MARTINS, 2013), which will support individuals' efforts to be subjects rather than objects. In this sense, planning takes into account the entire curricular dynamic the handling of knowledge, school organization, and regulation for the logical and methodological structuring and systematization of knowledge.

In Physical Education, there is a defense of the critical- overcoming perspective, focusing on bodily culture, which, from an omnilateral formation perspective, aims to grasp knowledge with different connotations and historically established social meanings, capable of promoting the development of a holistic view of reality by students (COSTA; MIRANDA; LAVOURA, 2016, p. 77). The specific knowledge addressed in Physical Education results from the historical process of the human species and is shaped by societal conditions, reflecting the synthesis of social relations and the products of human labor (TAFFAREL, 2016).

Thus, the following sections aim to synthesize the results found in the state of the art of planning in school Physical Education within basic education.

Methodology

To conduct the state of the art, the criteria adopted included choosing databases that aggregated Brazilian scientific articles with open and free access, that allowed boolean combinations, and that featured scientific productions published up to December 31, 2020. With these prerequisites met, publications from the CAPES Journal Portal and SciELO were considered. The search terms used were: planning; plan; pedagogical political project; PPP; school plan; teaching plan; unit plan; and lesson plan. On the CAPES Journal Portal, the search was conducted using the “advanced search” tool in the “subject” field, with the boolean operators “contains” and “AND,” to combine descriptors with the term “Physical Education.” On the SciELO platform, the same descriptors were used in the “advanced search” tool in the “abstract” index, with the boolean operator “AND,” combining the term “Physical Education.”

To organize the search results, the data were compiled into a spreadsheet containing descriptors, digital libraries, titles, authors, keywords, names, volumes and issues of journals, publication dates, article access links, and access dates. In general, including duplicate articles related to descriptors and databases, 39 articles were found on the CAPES Journal Portal and 102 on the SciELO platform. Regarding the selection of research for analysis, criteria were established according

Content, form, and addressee of the planning of educational work in physical education at school: state-of-art of publications from CAPES Periodicals Portal and Scielo database to the objectives of the thesis and the state of the art. Thus, publications needed to focus on Physical Education; specifically address basic education in regular schools; investigate the Brazilian context; and, finally, provide access to full articles, excluding abstracts and expanded abstracts.

For the selection, the titles of the articles, as well as their respective abstracts and keywords, were analyzed. If there were still doubts about including or excluding articles, the full text was read. Thus, considering the duplication of articles with regard to the descriptors and applying the established criteria, 16 results were found on the CAPES Journal Portal and 25 on the SciELO platform. After removing duplicates, 27 publications were selected. Of these, 12 were exclusively from the CAPES Journal Portal, 11 exclusively from the SciELO platform, and 4 were present in both databases. Table 1 presents the authors and publication years, titles, and keywords from the CAPES Journal Portal.

Table 1 – Authors/years of publication and titles of the articles selected in CAPES Journal Portal.

Authors	Title
Paiva, Souza e Oliveira (1999)	Teaching Plan for Swimming in Schools: Construction through Collective Planning of Pedagogical Work
Costa e Oliveira (2002)	The Movement Axis in Early Childhood Education: A Planning Proposal
Bossle (2002)	Teaching Planning in Physical Education – A Contribution to the Teaching Collective
Palafox (2004)	Collective Planning of Pedagogical Work in Physical Education – PCTP/PE as a Systematic Approach to Teacher Continuing Education: The Experience of Uberlândia
Amaral (2004)	Curriculum Planning in Physical Education: Possibilities for a Collective Project for Public Schools in Uberlândia/Minas Gerais
Farias <i>et al.</i> (2017)	On the Path to New Pedagogical Practices in School Physical Education
Luz (2018)	School Physical Education in the Goals of the National Education Plan: Law No. 13,005/14
Lemes <i>et al.</i> (2018)	Effect of School Gymnastics Classes on Physical Activity Levels: Jump in Youth and Adult Education (EJA)
Neira (2018)	Inconsistencies and Irregularities in the BNCC of Physical Education
Farias <i>et al.</i> (2019)	School Physical Education in Elementary Education: Participatory Planning in Didactic-Pedagogical Organization
Sousa, Przylepa e Assis (2019)	Development, Update, and Participation of Physical Education in the School Pedagogical Political Project
Diedrich, Araújo e Rocha (2020)	Teaching Planning in Early Childhood Education: Perceptions of School Physical Education Teachers

Source: Prepared by the authors, 2022.

Table 2 presents the results found on the SciELO platform.

Table 2 – Authors/Publication Years and Titles of Selected Articles on the SciELO Platform.

Authors	Title
Altmann, Ayoub e Amaral (2011)	Gender in Physical Education Teaching Practice: “Girls Don’t Like to Sweat, Boys Are Skilled at Playing”
Venâncio e Darido (2012)	School Physical Education and the Pedagogical Political Project: A Process of Collective Construction through Action Research
Rosário e Darido (2012)	School Contents of History and Science Subjects and Their Relations with the Curriculum Organization of Physical Education in Schools
Fiorini, Deliberato e Manzini (2013)	Teaching Strategies for Visually Impaired Students: The Curriculum Proposal of the State of São Paulo
Oliveira, Martins e Bracht (2015)	Projects and Practices in Health Education within School Physical Education: Possibilities!
Salgado <i>et al.</i> (2016)	The Curriculum Reform at Colégio Pedro II and the Physical Education Curriculum
Fiorini e Manzini (2016)	Challenges and Successes of Physical Education Teachers Regarding School Inclusion
Eusse, Bracht e Almeida (2016)	Pedagogical Practice as a Work of Art: Approaches to the Aesthetics of the Teacher-Artist
Rei, Soares e Lüdorf (2016)	Struggles over Representations of Developing a Practice: Brazilian School Physical Education in Review (1976 – 1979)
Costa <i>et al.</i> (2019)	Effect of an Intervention on Moderate to Vigorous Physical Activity and Sedentary Behavior during School Time in Adolescents
Freire, Barreto e Wiggers (2020)	Curriculum and Pedagogical Practice in the Daily Life of School Physical Education: A Review of National Journals

Source: Prepared by the authors, 2022.

It was also observed that some publications appeared in both databases; therefore, Table 3 presents these publications.

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Table 3 – Authors/Publication Years and Titles of Articles Selected from Both Platforms

Authors	Title
Souto <i>et al.</i> (2010)	Integrating Physical Education into the Pedagogical Political Project: Perspectives for Inclusive Education.
Raimundo, Votre e Terra (2012)	Curriculum Planning in Physical Education within the School Flow Correction Project
Sousa, Hunger e Caramaschi (2014)	Teaching Dance in Schools from the Perspective of Physical Education and Art Teachers
Lopes <i>et al.</i> (2016)	The Practice of Educational Planning among Physical Education Teachers: Building a Culture of Planning

Source: Prepared by the authors, 2022.

After selecting the articles for analysis, full readings of the productions were conducted, along with the corresponding summaries. Categories of analysis were then established based on Martins (2018), who posits that, according to historical-critical pedagogy, the triad of content/form/recipient is the fundamental principle of planning educational work.

Content, Form, and Recipient in Scientific Publications on Planning in Physical Education on the CAPES Journal Portal and SciELO

This section presents the analysis of the triad of content, form, and recipient in the results of the state of the art on planning in Physical Education in Brazilian basic education. Broadly speaking, the following understanding is established: content refers to the body of knowledge that forms the basis for achieving objectives; form pertains to the teacher's activities related to the organization, selection, and explanation of content for learning purposes; and recipient is the actual student, endowed with multiple determinations and needing to acquire human knowledge.

Regarding content, the research data revealed the competition involved in its definition, as publications demonstrated that different types of knowledge are selected and organized based on student learning. Since the choice of knowledge is not neutral but ideologically committed, it is crucial for teachers to be aware of the principles guiding the selection and organization of knowledge.

The results of the article review exposed perspectives related to physical fitness development, health promotion, developmentalism, constructivism, sports, and body culture. However, it is evident that even when different publications and/or research subjects define the object of Physical Education from seemingly similar viewpoints, dissonant and even contradictory elements were identified.

Research by Costa et al. (2019) and Lemes et al. (2018) started from the understanding that the main goal of Physical Education is to improve students' physical fitness. This was evidenced, for example, in statements such as "the school is a favorable setting for intervention, as it can contribute to engaging adolescents in physical activities by providing opportunities to be physically active both in Physical Education (PE) classes and during recess" (COSTA et al., 2019, p. 2). Similarly, Lemes et al. (2018) define that PE classes are responsible for stimulating the development of physical capacities and motor skills, promoting health through physical activity.

By asserting that the role of Physical Education in schools is to increase students' physical fitness and promote health, these studies reduced the knowledge object of the discipline to its biological aspect, attributing responsibility for health to the individual. Consequently, activities within the Physical Education curriculum are viewed outside the objective life conditions that impact health and quality of life for the population as a whole, such as basic sanitation conditions, high levels of air pollution, excessive consumption of processed foods, and the overemphasis on body image, among other factors.

In contrast, Oliveira, Martins, and Bracht (2015, p. 247), when addressing health promotion from a critical perspective, highlight the need to broaden the concept of health to a "conception centered on the 'enhancement' of people's lives in each context according to the social relationships established in this regard." Therefore, it is essential that throughout educational work, the multiple determinations involving the concept of health are pedagogically addressed, so they are not restricted to physical activity and sedentary behavior. In this limiting sense, a parallel can be drawn with the articles by Rei, Soares, and Lüdorf (2016), Luz (2018), and Barreto and Wiggers (2020), which demonstrated how sports have, on various occasions, been taken as the primary objective of Physical Education in schools.

Rei, Soares, and Lüdorf (2016, p. 209), when examining the tensions from 1976 to 1979 between the conceptions of school Physical Education expressed in the editions of the *Revista de Educação Física da Escola de Educação Física do Exército* and in official documents of the area, made it clear how social world representations are devoid of neutrality, being directly related to the production of strategies and practices (social, educational, political, among others) with the aim of legitimizing one authority at the expense of another. As a result of this understanding, the military regime, both through the National Policy on Physical Education and Sports and the National Plan on

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Physical Education and Sports, analyzed by Rei, Soares, and Lüdorf (2016), used school Physical Education as the foundation of the national sports system and, consequently, as a space for the development of initiation, training, and talent detection in sports.

However, as pointed out by Altmann, Ayoub, and Amaral (2011, p. 494), the process of sportification of schools predates the period of the military-business dictatorship, dating back to the 1940s, with football, basketball, volleyball, and handball achieving virtually the exclusivity of the knowledge addressed in classes. The sportivizing and highly technical perspective was also seen in the planning of Colégio Pedro II (CP II) in Rio de Janeiro throughout the 1980s, with behavioral objectives in sports initiation and internal competitions, as demonstrated by Salgado et al. (2016).

Similarly, the perceptions of Farias et al. (2019) in describing two experiences of participatory planning for selecting practices and content for classes in Elementary School, in the early years of teaching, identified the simplistic stance of the Physical Education teacher as a sports coach and organizer of championships. Given the analysis of ideological conditions and the understanding of the guidelines and goals set for Physical Education in the National Education Plan (PNE), Law No. 13005/2014 by Luz (2018), the heritage of this sports conception is evident in the PNE, as the document defines as a strategy the promotion of development activities and the stimulation of sports skills in schools, associated with a plan to expand educational and national sports.

Thus, the PNE adopts a reductionist view of sports and Physical Education in schools, which has been criticized for several decades. The analysis presented by Neira (2018, p. 211) also identifies that, in the National Common Curricular Base (BNCC), sports figure as hegemonic, even though the document proposes "curricular justice." This view reinforces the technical rationality observed by Eusse, Bracht, and Almeida (2016, p. 12) in Physical Education, establishing sports as both a means and an end for increasing technical, tactical performance, and physical fitness of students.

Moreover, several studies (BOSSLE, 2002; ALTMANN; AYOUB; AMARAL, 2011; FIORINI; MANZINI, 2016; ROSÁRIO; DARIDO, 2012; VENÂNCIO; DARIDO, 2012; FARIAS et al., 2016; FREIRE; BARRETO; WIGGERS, 2020) confirm that many teachers consider sports as the primary content in Physical Education classes. However, according to Freire, Barreto, and Wiggers (2020), although sports content is hegemonic in the publications reviewed by the authors, they observed, through its integration with other content and the PPP (Political-Pedagogical Project), a growing attempt to expand the concept of sports beyond the development of technique or motor skills, but as a cultural phenomenon understood in its historicity.

As a result of this articulation, Freire, Barreto, and Wiggers (2020) indicate that the planning activity mediates the conscious reflection on the pedagogical handling of knowledge about sports beyond its phenomenological manifestations. Venâncio and Darido (2012, p. 100) add that after planning activities, other knowledge begins to be included in Physical Education classes (athletics, extreme sports, swimming, dance, gymnastics, capoeira, martial arts, and knowledge about the body), as well as other content dimensions, such as media influence and gender-related issues, demonstrating the indispensable role of planning in achieving pedagogical objectives in Physical Education.

Revisiting the need to expand the concept of sports, Souza, Pina, and Lopes (2013, p. 93) highlight the need to allow students to grasp the more developed forms of objective knowledge about sports accumulated in culture to understand its contradictions and, consequently, establish new relations with this cultural manifestation. This consideration is important because it is not about abandoning the teaching of sports in Physical Education classes; rather, it involves appropriating its knowledge beyond the practical dimension. Thus, there is an attempt to understand sports as a human cultural production, resulting from work to satisfy a need arising within social relations, and it can take on different meanings according to the purpose of the subjects' activities.

In addition to sports, the analyses revealed that the object of Physical Education is the body culture as language, as seen in the research of Paiva, Souza, and Oliveira (1999); Palafox (2004); Amaral (2004); Souto et al. (2010); Altmann, Ayoub, and Amaral (2011); Rosário and Darido (2012); Venâncio and Darido (2012); Fiorini, Deliberato, and Manzini (2013); Oliveira, Martins, and Bracht (2015); Fiorini and Manzini (2016); Farias et al. (2017); Farias et al. (2019); Diedrich, Araújo, and Rocha (2020). However, as can be observed in the human formation project expressed in the recipient vertex of the triad used as a basis for categorizing the findings in the publications, and regarding the form, the understanding of body culture is linked to different worldviews and ways of being pedagogically addressed.

It is also worth noting that Souza, Przylepa, and Assis (2019) highlight that the available documents for planning in the investigated contexts did not present the knowledge that should be addressed by teachers in Physical Education classes. Consequently, this selection was left to the teachers themselves, who, according to Souza, Przylepa, and Assis (2019, p. 2354), need a more consistent epistemological foundation to theoretically support the pedagogical activity of Physical Education.

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Regarding the form of educational planning expressed in the articles found, the focus was on revealing the actions and operations of teachers in selecting and organizing knowledge for student learning. In this sense, the research by Lemes et al. (2018) and Costa et al. (2019) was based on the principles of training periodization, where the structure of the class is planned according to volume, intensity, load control, students' physical capacities, and the required energy metabolism. In the case of Costa et al. (2019, p. 4), "teachers were free to decide on the content to be worked on," demonstrating that knowledge during classes was not the most important, but rather the form. In the study by Lemes et al. (2018), the choice of gymnastics was justified exclusively by being considered a stimulating activity for students, in an attempt to increase participation. Similar to Costa et al. (2019), for Lemes et al. (2018), other bodily activities could be selected, as long as they allowed for individualized, motivating, and health-oriented inclusion of students.

In Oliveira, Martins, and Bracht's (2015) research, the development of planning was conducted collectively during the training for teachers' participation in the action-research developed by the authors. According to the authors, this training involved moments of reflection on the teachers' practice related to health, discussion of texts, collective planning (and presentation) according to the characteristics of each teacher's school context, implementation of the proposal in their respective schools, and finally, evaluation of the training and projects.

It is important to note the relevance of collective planning, respecting the necessary time for pedagogical activity to be reflected in consciousness. This demonstrates how the objective conditions of pedagogical work impact the planning activity, as this activity is not mechanical. Furthermore, Oliveira, Martins, and Bracht (2015) used different tools in the planning, such as questionnaires, graphs, leisure activities, games and play experiences, film screenings, identification of the school community's bodily practices, simulation of everyday situations of people with disabilities, among others.

Costa and Oliveira (2002), addressing human movement, organized planning into four core areas: movement in discovery and structuring; movement in playful and sports manifestations; movement in expression and rhythm; and movement and health. Salgado et al. (2016) investigated Physical Education planning at CP II since 1981, noting transformations in the format, from planning divided into didactic units, teaching years, and specific content for each grade, detailing each planning element, to the expression of competencies separated into representation and communication; investigation and understanding; and socio-cultural contextualization, along with the respective skills

from 2002 onwards. Similarly, Fiorini, Deliberato, and Manzini (2013) presented a section of the São Paulo State Curriculum Proposal, showing the period, theme, and a brief description of the activity for each semester.

At this point, it is important to consider that planning does not guarantee its execution nor does it signify progress. Depending on its associated meaning, planning can become a tool for controlling educational work by different levels of school and/or education network management. Additionally, the distribution of so-called "teacher's notebooks" can also be characterized as a way to withdraw teaching autonomy, with the establishment of models to be followed, which are often linked to knowledge measured in large-scale assessments.

Lopes et al. (2016, p. 2) demonstrated that the lack of consensus on the object of Physical Education contributed to reinforcing the secondary nature of planning, a fact also identified by Bossle (2002), Venâncio and Darido (2012), Sousa, Hunger, and Caramaschi (2014), Lopes et al. (2016), and Freire, Barreto, and Wiggers (2020). In this regard, Souza, Przylepa, and Assis (2019) and Diedrich, Araújo, and Rocha (2020, p. 13) showed that teachers, focusing on the so-called practical part of Physical Education classes, do not pay much attention to the theoretical-methodological foundation. Consequently, they often resort to various sources, such as ready-made activity models in manuals and/or on the internet.

Palafox (2004) and Amaral (2004) highlight collective planning of pedagogical work as an important tool for the systematization of knowledge in Physical Education. This collective approach allows for an expansion in how the process of knowledge production occurs, providing teachers with a solid foundation for organizing pedagogical work. Planning and systematization of content help avoid adherence to fads related to Physical Education practice, as mentioned by Paiva, Souza, and Oliveira (1999). Furthermore, the problematization of gender stereotypes identified by Altmann, Ayoub, and Amaral (2011) can be critically reflected in the planning, execution, and evaluation processes, as well as in the dimensions of teaching and learning.

It is essential to understand that educational planning acts as a mediating tool for pedagogical action, allowing for anticipatory reflection on the product of this action. The reviewed literature agrees on the need for systematization of Physical Education knowledge as a way to guide educational activities committed to the transmission of knowledge in its more developed manifestations. However, there is a risk that content systematization may become a mechanism for controlling the teacher's pedagogical activity. Nonetheless, dialectical logic offers an element of contradiction,

Content, form, and addressee of the planning of educational work in physical education at school: state-of-art of publications from CAPES Periodicals Portal and Scielo database suggesting that the organization of various elements of culturally produced knowledge historically created by humanity, which needs to be transmitted and assimilated by students, is essential for planning physical culture activities in Physical Education.

Eusse, Bracht, and Almeida (2016) suggest that, when organizing content for student appropriation, the so-called "artist-teacher" should step away from centralizing the planning process, seeking to develop critical thinking through communicative action with the "rebel student." In this perspective, the teacher's didactics and planning are seen not only as forms of intervention but as dialogues to enhance student understanding. Similarly, Farias et al. (2017) and Farias et al. (2019) analyzed experiences based on participatory planning, where students choose which content they wish to study. Although these approaches do not imply that students do whatever they want in class without teacher guidance, and acknowledging that meaningful experiences can be achieved, the role of the teacher as mediator of educational activity needs to be critically examined.

The teacher, as the more developed dialectical interlocutor of the process, is responsible for the logical and methodological organization and systematization of knowledge. Students' initial understanding of reality is partial and syncretic, and the teacher, with their synthetic and comprehensive view, is responsible for planning the educational work. The knowledge and experiences of the students are fundamental to the teaching process, as pedagogical activity starts from these elements, but they should not be confused with the final goal.

Another point highlighted in the research was identified by Fiorini and Manzini (2016), who emphasized the importance of planning as a means of forecasting teaching strategies to address the specific needs of students, including those with disabilities. In this sense, making adaptations to tailor the pedagogical activity to the cognitive, motor, and social capacities of the student is an essential aspect of planning. Reflecting on the individual characteristics of students is facilitated by anticipatory awareness of the action's outcome, allowing for the selection and organization of knowledge and tools responsible for their appropriation.

A final point to address regarding the form of educational planning in Physical Education, as discussed in the publications, is the dimension of assessment. Raimundo, Votre, and Terra (2012) demonstrated the difficulty Physical Education teachers face in establishing evaluative instruments capable of assessing the learning process beyond motor aspects. Assessment issues are also observed in other studies, such as Altmann, Ayoub, and Amaral (2011), Souto et al. (2016), Salgado et al.

(2016), and Farias et al. (2017). Altmann, Ayoub, and Amaral (2011, p. 495) further highlighted that the lack of references reaffirms the obstacles faced by teachers regarding assessment.

It is agreed that assessment is a sensitive point for Physical Education in basic education, which undermines the ability of planning to fulfill its role in the teaching and learning process. In this regard, Souza Júnior (2004, p. 214) contributes to the reflection on the dimension of assessment, stating that Physical Education should enable the synthesis and systematization of world representations related to the productions and manifestations of bodily culture, such as games, sports, gymnastics, fighting, and dance.

Regarding the recipients, as evidenced in the analyzed scientific publications, disputes in human formation projects within Physical Education are evident. Beginning with studies by Lemes et al. (2018) and Costa et al. (2019), which indicate that planning is focused on the development of physical fitness and the promotion of student health. The study by Rei, Soares, and Lüdorf (2016) reveals that both in the Plan and the National Policy for Physical Education and Sports, the educational planning was committed to reaffirming aspects related to the dominant ideology of the military regime. Thus, despite the conflict with the perspective of education aimed at integral formation (dogmatism vs. pragmatism), the pedagogical activity planning aimed at the formation of high-performance athletes, in a sport-oriented dimension.

Similarly, Salgado et al. (2016) show that, even though the school is seen as a tool for social transformation, it ended up reproducing the interests of the dominant sectors of society. Therefore, what was observed since the 1980s in the analyzed context was a human formation project associated with technicalism, and after redefinition in the 1990s, planning became oriented by psychomotricity, shifting from 2002 to a focus on the development of skills and competencies related to learning how to learn (representation and communication; investigation and understanding; sociocultural contextualization).

It is important to highlight that Salgado et al. (2016, p. 2) identified that CP II has historically transformed into a space for formulating and implementing policies, serving as a locus for new pedagogical experiences by the Ministry of Education. In this sense, it is possible to demonstrate how the planning activity is ideologically committed to certain human formation projects. This makes the activity even more indispensable because, in its absence, or in the lack of awareness about the historical project it is intended for, what is presented in the pedagogical activity contributes to reinforcing hegemonic interests.

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Also linking planning to official documents and the development of competencies, Raimundo, Votre, and Terra (2012), Luz (2018), and Neira (2018) demonstrate how the influence of the human formation project agreed upon at the World Conference on Education for All, held in the early 1990s, impacts the *Plano Avançar para Vencer* in Minas Gerais, the PNE, and the BNCC, respectively. We understand that such proposals aim to train workers necessary for the production and reproduction of the capitalist accumulation process. Furthermore, skills and competencies compose a reductionist formation project, placing the success and/or failure of employability on the individual subject. In this way, school knowledge remains diminished. Minimalist in nature, determined by business sectors and the technical division of labor (intellectual and manual), school education focuses primarily on meeting basic learning needs.

On the other hand, Freire, Barreto, and Wiggers (2020, p. 7) assert that in one of the studies analyzed, through the PPP, the school team appropriates and reinterprets the official curricula, allowing Physical Education's contribution to student formation to move from a marginal and utilitarian role to a prominent position. It is known that the curricular dynamics and planning are influenced by legal regulations at federal, state, and/or municipal levels. According to Gama (2015), this system of norms establishes standards, records, regulations, management models, power structures, and school evaluation systems. However, planning, understood from a dialectical logic, is a tool that can serve the maintenance, resistance, or transformation of society. Being aware of and intentional about this task is vital to establish the meaning that the activity can assume.

Fiorini, Deliberato, and Manzini (2013) highlight how the São Paulo State Curriculum Proposal disregards students with disabilities when designing its formation project. Even though a document with guidelines for teacher planning and another with the systematization of content for students are prepared, there are no indications of teaching strategies, nor suggestions for pedagogical resources and adaptations that could be implemented and directed towards students with disabilities. The São Paulo State Curriculum Proposal, by defining the object of Physical Education as contents related to human movement in bodily constructions (games, sports, gymnastics, fighting, and rhythmic activities) (SÃO PAULO, 2008 *apud* FIORINI; DELIBERATO; MANZINI, 2013, p. 62), ends up excluding a significant portion of its students from the human formation project in Physical Education.

Souto et al. (2010) emphasize how Physical Education, understood through the dualistic perspective of body and mind as defined by educational guidelines and goals, can be a tool of

exclusion by valuing only socially established standards of physical perfection. In this way, Souto et al. (2010, p. 770) state that the fragmentation between those deemed capable and incapable, good and bad, which has historically been observed in school Physical Education, is cruel and reinforces academic failure. Consequently, it becomes vital that schools, and therefore planning, understand how students develop, respecting the specifics of disabilities. School education is for everyone, and it must be understood that the development process of students with disabilities occurs differently, which also applies to Physical Education. In this sense, Souto et al. (2010, p. 771) argue that corporeal culture should come to understand students within their cultural universe, as human beings with potential to be developed through their interactions with the world.

From this perspective, it becomes evident how the planning activity in Physical Education is linked to a specific purpose that one consciously aims to address. How would a teacher be able to manage all the presented issues based on improvisation alone? This is why the planning activity needs to be connected to a historical project that involves the concept of human beings, society, education, and Physical Education.

Altmann, Ayoub, and Amaral (2011) consider the object of Physical Education to be corporeal culture, with planning oriented to address how gender influences teaching practice. According to the results, conflicts related to gender issues in Physical Education classes were integrated into the planning in various ways. Thus, while the approach to gender issues in Physical Education planning was seen as a source of creative and pedagogical intervention, it also appeared as something to be avoided, justifying the exclusion of certain contents to mitigate tensions raised by discussions on gender. Altmann, Ayoub, and Amaral (2011, p. 496) question whether conflicts present in classes, whether explicit, covert, or hidden, should be avoided or transformed into objects of intervention, and if the choice between these perspectives can be considered as a pedagogical strategy to be incorporated into planning and execution of classes. This argument reinforces the importance of the historical project guiding the teacher, as it is a determining factor directly related to what is planned or not.

In analyzing the articles, it is possible to identify the use of characteristics related to the expectations of student development throughout the educational process. In this context, Costa and Oliveira (2002) assert that Physical Education, through the movement axis, can significantly contribute to the holistic development of children in Early Childhood Education, helping to shape individuals who are participatory, critical, and autonomous regarding the motor universe.

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Addressing Early Childhood Education, Diedrich, Araújo, and Rocha (2020) argue that Physical Education, viewed as corporeal culture as language, should enable students to interpret the world as historical subjects. Supporting this understanding, Sousa, Hunger, and Caramaschi (2014, p. 507) claim that dance planning can help make students critical, participatory, and responsible citizens, expressing themselves through various languages, developing self-expression, and learning to think in terms of movement. Similarly, Farias et al. (2017) and Farias et al. (2019), based on the idea of corporeal culture as language, emphasize the human formation project so that students can reflect on and analyze social, political, economic, historical, biological, and cultural aspects related to bodily practices.

The research by Palafox (2004) and Amaral (2004), grounded in a critical-emancipatory perspective, adopts collective planning of pedagogical work as a means of organizing teaching activities. Amaral (2004) shows that such planning is committed to a transformative educational project that seeks to address the challenges imposed by concrete reality, striving for a less divided society. Rosário and Darido (2012) and Venâncio and Darido (2012, p. 97) argue that schools have a political and pedagogical commitment to ensure high-quality education, aiming for critical and collective autonomy, which requires integrating the knowledge and political attitudes of teachers as a possibility for this transformation, highlighting the role of planning.

Eusse, Bracht, and Almeida (2016, p. 16), discussing pedagogical practice as a work of art and aligning with the aesthetic of the teacher-artist, present the characteristics that help understand the direction of planning within this dialogic approach. According to this perspective, driven by language, the resulting rebellion and criticality could transform reality. In contrast, Oliveira, Martins, and Bracht (2015) discuss planning aimed at health education: critically, individuals would be capable of managing their health, moving beyond a disease-absence perspective to include corporeal movement culture and its benefits for health promotion according to their own interests. In this sense presented by Oliveira, Martins, and Bracht (2015), it is important to emphasize the individual's control over their own conduct, both in terms of social relations and their products.

Focusing on the planning of swimming, Paiva, Souza, and Oliveira (1999) establish that Physical Education should contribute, through corporeal culture, to the socialization of essential elements for the holistic growth and development of human beings, free from activities that reinforce

and reproduce capitalist interests and values. Sousa, Przylepa, and Assis (2019) discuss the process of creating, updating, and participating in Physical Education within the political-pedagogical project, defining that the school's concern is with the quality of public education, and that education should be human, civic, and work-oriented.

It is understood that the school should be conceived and transformed into a locus that prioritizes struggles and challenges against social differences, and is concerned with the human development of individuals, regardless of their origin or social class. It should build mechanisms that promote social participation, democracy, citizenship, inclusion, and create bonds of solidarity and fraternity. The school curriculum needs to provide more than just competencies and skills. Students require political and critical education, which will enable them to grasp and understand their lived reality, and thus have concrete conditions to intervene in their social reality (SOUSA; PRZYLEPA; ASSIS, 2019, p. 2346).

The conception presented by Sousa, Przylepa, and Assis (2019) revisits some essential points for considering the role of the school, such as vocational training. Freitas (1994) demonstrates the importance of linking teaching activities to material work as a central category for education, so that there is no separation between theory and practice, subject and object. Furthermore, there is agreement on the need for the school curriculum to provide more than just competencies and skills, as maintaining this perspective is only advantageous for the capital formation project.

Final considerations

This article aimed to present an analysis of the triad of content, form, and recipient of the results from the state of the art of planning in Physical Education within Brazilian basic education. In this sense, different types of knowledge were identified for student appropriation, including physical fitness, health promotion, sports, bodily culture, and those that adhere to official documents. Regarding form, some teachers utilized principles of physical training periodization, human movement as a means of learning, teaching methods proposed by their respective educational networks, practice for the sake of practice itself, participatory planning with students, and collective planning among teachers. Additionally, other educators expressed difficulties in organizing educational activities due to the lack of systematization of knowledge.

Finally, by analyzing the human formation project on which the planning activity was based, it was possible to demonstrate that it is not neutral but ideologically committed. In this context, purposes related to quality of life development, high-performance athletes, skills and competencies

Content, form, and addressee of the planning of educational work in physical education at school: state-of-art of publications from CAPES Periodicals Portal and Scielo database linked to flexible learning, inclusion of students with disabilities, critical and autonomous subjects, as well as those concerned with the integral formation of individuals were identified. This highlights the importance of educational planning for pedagogical activity, allowing the teacher to be aware of their actions and operations capable of promoting knowledge appropriation in school Physical Education.

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