

ACTIVE METHODOLOGY AND PHYSICAL EDUCATION TEACHING: a literature review

METODOLOGIAS ATIVAS E O ENSINO DE EDUCAÇÃO FÍSICA: uma revisão da literatura
METODOLOGÍA ACTIVA Y ENSEÑANZA DE LA EDUCACIÓN FÍSICA: una revisión de la literatura

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RESUMO:

In this research we approach the use of Active Methodologies in the teaching of Physical Education. The general objective is to know the contributions of the active methodologies in the development of the teaching and learning process in Physical Education classes. The research was elaborated in a critical line of investigation using the qualitative approach. This is a bibliographic study with the steps: choice of theme, preliminary bibliographic survey, interpretative textual analysis and problematization. It is structured in subtopics that discuss the theme. It is noteworthy that the active methodologies are based on ways of developing the learning process, using real or simulated experiences, aiming at the conditions to successfully solve challenges arising from the essential activities of social practice in different contexts, because they are based on teaching strategies based on a critical and reflective pedagogical conception that allow reading and intervention on reality, favoring the interaction between the different actors of the process and valuing a collective construction of knowledge and its different knowledge and learning scenarios. In addition, they are practices that stimulate creativity in building problem solutions and promote freedom in the process of thinking and acting.

KEYWORDS: Active methodologies; Teaching; Learning; PE.

Introdução

With the advent of the New Information and Communication Technologies, abrupt changes are perceived in the way of assimilating and accommodating the information of

the daily world. Parallel to this, the new professional requirements have contributed to new forms of interaction between society, school and knowledge. In this sense, we believe that the educational system in fulfilling its main role, albeit in a deficient manner, has allowed the continuous development of individuals and society, in the face of profound transformations, which represent multiple and daily challenges (Abrão & Del Pino, 2016).

Regarding the Saviczki Active Methodology (2019), reports that the use of Active Methodologies are alternatives for advancing in the construction of meaningful learning in view of the fact that it presupposes the protagonism of the student, thus promoting the development of his autonomy, as well as critical reflexive and resolution skills of problems. On the other hand, they indicate that this practice represents a challenge for teachers, considering that most of them come from a traditional education, in which the teacher teaches and the student learns.

On the other hand, the fact that the teacher's job is much more than transmitting content must be taken into account. It is a daily process that involves varied possibilities and whose result is not noticeable in the short term, according to Triani(2019), teaching is a broad profession that demands training based on the different possibilities of action, being a social practice conditioned by the uniqueness of the contexts in which it takes place. The teacher's performance depends directly on the reality in which he is inserted, whether social, geographical or political, and that he must be prepared to adjust his practice according to these factors.

Based on the historical contexts of Physical Education in Brazil, according to Triani (2019), some relations can be pointed out between the development of this area in the country and the political aspects of our society, reflecting on the purposes for which the discipline has been focusing throughout its existence and with that with regard to the form of participation of students and society. performance of teachers. Physical Education only becomes recognized as a discipline with the advent of the Law of Directives and Bases of National Education Law 9 394/96 (Brasil, 2013).

In this research we approach the use of Active Methodologies in the teaching of Physical Education, with the objective of knowing what the contributions of Active Methodologies are in the development of the teaching and learning process in these, discussing teaching through active methodologies and the potential of students, as well how to describe Physical Education in the school environment.

To assist us in fulfilling the proposed objectives, we have the question that guides this investigation: What are the contributions of Active Methodology in the development of the teaching and learning process in Physical Education classes? In this sense, we have

as an ally in the process of developing student teaching and learning through active methodologies.

Methodology

This research has a bibliographic design that for Marconi and Lakatos (2003), “Covers all bibliography already made public in relation to the topic studied, from single publications, newsletters, newspapers, magazines, books, research, monographs, theses, cartographic materials, etc. [...] and its purpose is to put the researcher in direct contact with everything that has been written, said or filmed on a certain subject”.

To carry out the literature review that originated this work, the keywords “Active Methodologies” were used; “Teaching” and “Physical Education”, in the database of the Brazilian Digital Library of Theses and Dissertations (BDTD) in Portuguese. The following criteria were used: Portuguese language; search period: between the years 2010 to 2020: only original articles and review articles, referring to the type of document; and proposed theme.

In order to improve the review, exclusion criteria were established: Experience reports; Take Science (Publishes abstracts of monographs completed in undergraduate and graduate lato sensu courses). The face of the proposed objective had been analyzed elements that perpetuate the concept of Active Methodology; Teaching and Physical Education, covering their conceptions and meanings present in the literature.

Below, in table 1 we present the number of dissertations and theses found, according to each keyword used in the search, applying the criteria and filters determined. This search was carried out from 05 to 12 June 2020. It is worth mentioning that the database receives and makes public the works of several training institutions, a fact that increases the number of publications. Thus, new publications made available in the databases searched after this period were disregarded.

Chart 1 Survey of dissertations in the database

Keyword	Dissertations found	Excluded dissertations	Selected dissertations
Active Methodology	15.218	15.214	03
Teaching	46.175	46.172	03
PE	7.165	7.162	03
Total	68.558	68.548	09

Source: Authors' own-2020.

Chart 2 Survey of theses in the database

Keyword	Theses found	Excluded theses	Selected theses
Active Methodologies	5.501	5.498	03

Teaching	12.875	12.872	03
PE	1.957	1.954	03
Total	20.333	20.324	09

Source: Authors' own-2020.

Chart 3 Survey of dissertations used

Key words	Author	Title	Institution	Year
Active Methodology	ALVES, Amanda Gouveia.	Mathematical magic as a teaching methodology.	Federal University of São Carlos	2015
	SAVICZKI, Sheila Caroline	Pedagogical practice of teachers in high school technical courses: Application of Active Methodologies.	Humanities School of the Pontifical Catholic University of Rio Grande do Sul.	2019
	SILVA, Claudinei Gonçalves da.	Use of information and communication technologies in high school philosophy classes.	Center for Teaching and Research Applied to Education at the Federal University of Goiás.	2019
Teaching	OLIVEIRA, Victor José Machado.	Health in school physical education: ambivalence and pedagogical practices.	Federal University of Espirito Santo.	2014
	NUNES, Tayna Cristine Fontenele.	Teaching methodologies in undergraduate courses in physical education: A necessary discussion.	Ceara state University.	2018
	MARTINS, Poliana Carvalho.	The organization of physical education in early childhood education at DEI / CEPAE / UFG.	Goiás Federal University	2019
PE	GIANOLLA, Fábio.	The perception of students and teachers of a physical education college in relation to the role of physical education professionals in the health area.	Pontifical Catholic University of São Paulo.	2016
	FERNANDES, Kessiane Brito.	Physical activity and health in school physical	Ceara state University.	2017

		education: perspective of higher education teachers.		
	SOUZA, Dainan Lanes.	Physical education in the field of languages.	Federal University of Santa Maria	2018
Total				09

Source: Authors' own-2020.

Chart 4 Survey of the theses used

Palavras-chave	Autor (a)	Título	Instituição	Ano
Active Methodologies	MONTENEGRO, Gustavo Maneschky.	Leisure and cultural education: an analysis of the trajectories of university professors in the states of Pará and Amapá.	MONTENEGRO, Gustavo Maneschky.	2019
	TRIANI, André Pereira.	Working conditions and teaching performance two points the reality of physical education teachers in Boa Vista - RR	Juiz de Fora Federal University.	2019
	VENTURA, Paula Patrícia Barbosa.	Indicators of Active Methodologies supported by digital technologies: study with teachers from the	VENTURA, Paula Patrícia Barbosa.	2019
Teaching	BASTOS, Robson dos Santos.	UNESCO's education for global citizenship and its links with the training of Physical Education teachers in Pará.	Federal University of Pará - UFPA.	2019
	METZNER, Andreia Cristina	Legislation on Physical Education training in Brazil: training teachers or professionals?	Paulista State University (Unesp).	2019
	MIRANDA, Cristiano José Martins de.	The Meaningful Learning Process of Concepts in High School Physical Education Classes	Oswaldo Cruz Institute of Rio de Janeiro.	2019
PE	GOMES, Luciane de Almeida.	Me, the teacher: a study on	Federal University of Mato	2019

		professional development of physical education teachers in early career.	Grosso, Institute of Education.	
	OLIVEIRA, Sandra Regina Garijo de.	Physical education and the inclusion of people with disabilities in school: A systematic-integrative review.	Pontifical Catholic University of São Paulo.	2019
	SOUZA, Joel Silva de	Muscle memory: an interdisciplinary study on cello performance.	Paulista State University "Julio de Mesquita Filho", Institute of Arts.	2020
Total				09

Source: Authors' own-2020.

Results and discussions

Regarding the research, we start by highlighting that both the dissertations and the theses found are complete, available in online format, written in Portuguese and from different training institutions. Thus, when performing the search for dissertations, when using the keyword Active Methodologies, 15,218 were found, dissertations, of which 15,215 were excluded, with 03 composing the data for this work. While the word teaching were found 46,175 of these dissertations were excluded 46,172, with 3 composing the data for this work. As for the research carried out with the keyword physical education, 7,165 dissertations were found, of which 7,162 were excluded, leaving 03 for the composition of this work. Thus, in total we found 68,558, we excluded 68,549, and we used 09 as a theoretical basis to compose the data for this work, as shown in (Table 1).

In conducting the search for theses, 5,501 were found, all available in the online format, written in Portuguese and from several institutions. With the keyword Active Methodologies, 5,501 were found, of which 5,498 were excluded, of which 3 were selected. Using the keyword Teaching, we found 12,875, of which 12,872 were excluded, and 3 theses were included in the data for this work. Already with the word Physical Education, 1,957 were found, of which 1,954 were excluded, and 03 comprised the data of this work, when we carried out the research we obtained a total of 20,333 theses, of which 20,324 were excluded, and 09 composed the data of this work, of agreement shown in (table 02).

The data allow highlighting the representativeness of Brazil in scientific production on: Active Methodologies; Teaching; and Physical Education, available in the repository database, accessed through the link: <<http://bdtd.ibict.br/vufind/Search/Advanced>>.

Table 03 shows the survey of dissertations used, presents, the name of the author, the title of the dissertation, institution and year, in this table it was evidenced that 01 dissertation was published in 2014; 01 published in 2015; 01 in the year 2016; 01 in the year 2017; 02 in the year 2018 and 03 with publication in 2019, thus totaling 09 dissertations analyzed, however of the analyzed not all were mentioned in the theoretical macro of this work.

In table 04 we present the survey of the theses that composed the data of this article, as well as the table of dissertations, the thesis table, also presents the author's name, the title of the dissertation, institution and year. , only 01 was published in the year 2020, the other 08 are all related to the year 2019. Of the 09 presented, not all were mentioned in the theoretical macro of this work, however, served as a basis. For that, 11 works were selected from dissertations and theses that composed the information presented in this work, but not all of them appear in the theoretical macro.

Theoretical Framework

We present here a review of the literature with the intention of giving theoretical support to the actions developed throughout the research. Initially, we approach the historical and conceptual aspects of physical activity, in which we seek expand the understanding of Active Methodologies, in the development of the teaching and learning process in Physical Education classes; and we discuss innovation in the classroom context; we talk about the teaching and learning process in physical education classes.

In the following subtopic, we discuss teaching through Active Methodologies and the potential of students in Physical Education classes, thus seeking to broaden the understanding about the theme and, lastly, we describe teaching through Active Methodologies and the potential of students in classes. of Physical Education.

Active Methodologies: Development in the teaching and learning process in Physical Education classes

By expanding the understanding of Active Methodologies, in the development of the teaching and learning process in Physical Education classes, based on the literature of Ventura (2019), six indicators of Active Methodologies were proposed: Valuation of Autonomy, Valuation of Intellectual Productions; Active Engagement in the Learning Process, Encouraging Student Participation; Research as an Educational Principle and Balance between Individual and Collective Activities.

For Saviczki (2019), Active Methodologies in view of the indicators cited by Ventura are starting points to proceed to more advanced processes of reflection and cognitive integration, of generalization, of re-elaboration of new practices.

Saviczki (2019) concludes that:

Active Methodology is a dialogical, open, active and participatory teaching process that, through curiosity, problematization, the theory / practice relationship, meaning, correlation, the elaboration of knowledge synthesis, aims at solving problems and situations the construction of knowledge and autonomy and the formation of citizenship, in which the student self-manages his learning with the teacher as instigator and mediator. (Saviczki, 2019).

Saviczki (2019) adds that innovation in the classroom context presents itself as a necessity in all teaching modalities. In view of the speed, with which technologies advance and the availability of information, it is imperative to use Active Methodologies that bring students closer to the reality of the labor market and life in society and that allow the development of contextualized learning, with the requirements of a world without borders, interconnected and increasingly complex.

In this perspective Ventura (2019), ponders that in Active Methodologies, the teacher must participate assiduously in the whole process and not shy away or be absent when the development of activities is required or greater responsibility is delegated to the student. Such fact requires assiduous teaching, monitoring, supervision, feedback, looking and listening sensitive to the students' successes and difficulties.

According to Saviczki (2019), Active Methodologies are alternatives to make the learning process more attractive and motivating, as it encourages students' creative potential, provides the generation of ideas, of several possibilities for answers to old or new questions, recognizes in the error opportunities for new construction.

According to Saviczki (2019), discussing Active Methodology taking it as the center of discussions reveals the questioning, in which traditional forms of teaching and learning are placed, centered on transmission / assimilation and reduced to memorization.

For this purpose, Saviczki (2019), outlines that in this world of globalized information, accessible knowledge and the reconfiguration of professional competencies, it is essential to find ways to overcome learners' passivities in relation to the construction of their learning, creating strategies in which they learn make researchers active in the context in which they are inserted, enabling reflection on the knowledge already acquired and giving new meaning to their knowledge, thus

overcoming the dualistic view of theory and practice. In this sense, it is important that teachers use Active Methodologies, capable of making students protagonists in their learning process.

Thus, it is possible to understand that Active Methodologies are based on ways to develop the learning process, using real or simulated experiences, aiming at the conditions to successfully solve challenges arising from essential activities of social practice, in different contexts (Saviczki, 2019).

Teaching through Active Methodologies and the potential of students in Physical Education classes

In his studies Nunes (2018) ensures that the use of Active Methodologies becomes an alternative in Physical Education classes, as they are based on teaching strategies based on a critical and reflective pedagogical conception that allow reading and intervention on reality, favoring the interaction between the various actors of the process and valuing a collective construction of knowledge and its different knowledge and learning scenarios. In addition, they are practices that stimulate creativity in building problem solutions and promote freedom in the process of thinking and acting.

That way Martins (2019) argues that the student's relationship with the Physical Education teacher, articulated by the teaching activity through Active Methodologies and established with the engagement of both, effectively provides a second nature to students. An example of this learning and development can be the reach and the control that the student starts to have of his behavior after a long process of teaching by the teacher or another more experienced. Given this observation, it is necessary to know how the student learns and develops to organize teaching in a way that makes it more appropriate for children and enhances their development.

Similarly, Nunes (2018), describes that when working with the Active Methodology the student's role is active, the focus is shifted so that he is responsible for his own teaching. He starts to exercise a critical and constructive attitude if well oriented. One of the advantages of developing this methodology in Physical Education classes is the possibility of individualizing students' needs, facilitating student-teacher interaction. The disadvantage is that it takes enormous teaching time to prepare, apply and evaluate the activity. It requires working with small groups to be effective, it requires the sacrifice of transmitting all the content, and it is necessary to select the essential content.

In that sense Bastos (2019) affirm that when working in Physical Education classes based on Active Methodologies, it corresponds to learning to adapt to the needs of the current mode of production, with school education promoting the necessary instruments

for this purpose, which, in general, is associated teaching attitudinal knowledge, behavioral values and skills and abilities so that the student can adapt to the current mode of production and development in the teaching and learning process.

Miranda (2019) analyzes that teaching in the light of Active Methodology is to favor learning, that is, teaching comprises a set of actions that the teacher (considering the nature of the knowledge, the context and the profile of the students themselves) performs to help the student to significantly learn a certain topic. Therefore, in this context, the sharing of meanings results from the negotiation of meanings between student and teacher, these negotiations must involve a permanent exchange of questions instead of answers.

It adds that a teaching situation is effective when students and teachers share meanings of the teaching material. This triad, in turn, characterizes a unique, particular context, allowing that in each class, or even in the context of a class, we can have several teaching situations. Thus, each meeting, whether a class or school year is unique, impossible to be reproduced, even if the subjects and scenarios are the same.

Physical Education in the school environment

At the end of the 19th century and beginning in the 20th, Physical Education in Brazil was closely linked to medical and military institutions. These guided the path of this school discipline, outlining its space and defining its field of knowledge, making it an instrument of action and intervention in the educational and social reality(Fernandes, 2017).

The author also adds that the insertion of health in the school environment was due to the hygienist discourse, and the Faculty of Medicine of Rio de Janeiro was assigned the task of instructing teachers from primary courses and the Normal School on hygiene notions. To achieve this goal, school intervention was based on three doctrines: the medical police, for the inspection of health conditions; sanitation, for taking care of the teaching environment; and childcare, for the disclosure of rules related to how to live(Fernandes, 2017).

The mandatory practice of Physical Education according to Metzner (2019), until the age of 18 had as premise the physical training of students in order to form the future worker. The author adds that the limitation regarding 18 years of age indicates that this practice should be interrupted so as not to cause exhaustion or exhaustion at a time when individuals need greater energy and willingness to enter the job market.

Logo Fernandes (2019), outlines that school Physical Education should provide knowledge about physical activities aimed at well-being and health, stimulate positive

attitudes towards physical exercises; provide different practices on a regular basis so that they can be continued after leaving school and promoting freedom in the choice of physical activities related to health.

In this sense, Metzner (2019), writes that the historical trajectory of Physical Education training shows that legislation marked, and still marks, its constitution as a profession. In Brazil, Physical Education was built through political, epistemological and ideological clashes.

Only in 1996, the new Law of Guidelines and Bases of National Education Law 9,394 of December 20, 1996, (Brazil, 2013), which placed Physical Education on the same level as other subjects, considering it as a curricular component of Basic Education.

In this way, Metzner (2019) adds that Physical Education, when it was instituted, by means of national legislation, one of the disciplines that make up the curricular structure of Basic Education, made the concern to integrate it into the pedagogical proposal accentuated from school.

Final considerations

Regarding Active Methodologies and the development of the teaching and learning process in Physical Education classes, it was evident that this pedagogical approach is an alternative to make the learning process more attractive and motivating. It is believed that this happens as it encourages students' creative potential, provides the generation of ideas, of several possibilities for answers to old or new questions and recognizes in the error, if any, opportunities for new constructions.

When we discussed teaching through Active Methodologies and the students' potential in Physical Education classes, it became evident that the student's relationship with the Physical Education teacher articulated by the teaching activity through Active Methodologies and established with the engagement of both provides, effectively, second nature to students. An example of this learning and development can be the reach and the control that the student starts to have of his behavior after a long process of teaching by the teacher or another more experienced.

Regarding Physical Education in the school environment, it was illustrated that this should provide knowledge about physical activities aimed at well-being and health, stimulating positive attitudes towards physical exercises; teach different practices on a regular basis so that they can be continued after leaving school and promoting freedom in the choice of physical activities related to health.

Finally, we can infer that Active Methodologies are strategies that require and encourage intense and permanent student participation, thus expanding attention to

multiple interests, given the diversity of paths that are possible; encourage freedom of choice; prioritize the application of constructed knowledge, based on students' experiences; they value activities carried out in groups and the sharing of the results achieved; consider different ways of using empirical, scientific, cultural, social and technological resources to be mobilized, so that meaningful learning can be built and skills developed. There is little research on active methodologies in teaching and learning in Physical Education courses, requiring greater encouragement in their production.

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RESUMO:

Nesta pesquisa abordamos o uso das Metodologias Ativas no ensino da Educação Física. O objetivo geral é conhecer quais as

contribuições das metodologias ativas no desenvolvimento do processo de ensino e aprendizado nas aulas de Educação Física. A pesquisa foi elaborada em uma linha crítica

de investigação a abordagem qualitativa. Trata-se de um estudo bibliográfico com as etapas: escolha do tema, levantamento bibliográfico preliminar, análise textual interpretativa e problematização. Encontra-se estruturado em subtópicos que discorrem acerca da temática. Ressalta-se que as metodologias ativas baseiam-se em formas de desenvolver o processo de aprender, utilizando experiências reais ou simuladas, visando às condições de solucionar com sucesso, desafios advindos das atividades essenciais da prática social em diferentes contextos, pois, se baseiam em estratégias de ensino fundamentadas na concepção pedagógica crítica e reflexiva que permitem leitura e intervenção sobre a realidade favorecendo a interação entre os diversos atores do processo e valorizando uma construção coletiva do conhecimento e de seus diferentes saberes e cenários de aprendizagem. Além disso, são práticas que estimulam a criatividade na construção de soluções de problemas e promovem a liberdade no processo de pensar e agir.

PALAVRAS-CHAVE: Metodologias ativas; Ensino; Aprendizagem; Educação Física.

se elaboró en una línea crítica de investigación utilizando el enfoque cualitativo. Este es un estudio bibliográfico con los pasos: elección del tema, encuesta bibliográfica preliminar, análisis textual interpretativo y problematización. Está estructurado en subtemas que discuten el tema. Es de destacar que las metodologías activas se basan en formas de desarrollar el proceso de aprendizaje, utilizando experiencias reales o simuladas, apuntando a las condiciones para resolver con éxito los desafíos que surgen de las actividades esenciales de la práctica social en diferentes contextos, porque se basan en Estrategias de enseñanza basadas en una concepción pedagógica crítica y reflexiva que permita la lectura y la intervención sobre la realidad, favoreciendo la interacción entre los diferentes actores del proceso y valorando una construcción colectiva del conocimiento y sus diferentes escenarios de conocimiento y aprendizaje. Además, son prácticas que estimulan la creatividad en la construcción de soluciones a problemas y promueven la libertad en el proceso de pensar y actuar.

PALABRAS-CLAVES: Metodologías activas; Enseñando; Aprendizaje; Educación Física.

RESUMEN:

En esta investigación abordamos el uso de metodologías activas en la enseñanza de la educación física. El objetivo general es conocer las contribuciones de las metodologías activas en el desarrollo del proceso de enseñanza y aprendizaje en las clases de Educación Física. La investigación