

PHYSICAL EDUCATION TEACHING AT EJA: AN ANALYSIS FROM TEACHERS' PRACTICES

O ENSINO DA EDUCAÇÃO FÍSICA NA EJA: UMA ANÁLISE A PARTIR DE FALAS DOS PROFESSORES 

LA ENSEÑANZA DE EDUCACIÓN FÍSICA EN LA EJA: UN ANÁLISIS DE LOS DISCURSOS DE LOS PROFESORES 

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Abstract: The purpose of this study was to analyze Physical Education teaching in the context of EJA (Youth and Adult Education) by the Municipal School Network of Ipojuca, PE, based on teachers' statements. It was a qualitative study conducted through semi-structured interviews with eight subjects and the hermeneutic dialectic method using the theme: categorical content for data assessments. It found that teachers used different teaching methodologies in their lessons, which showed clear evidence of a need for practices to make body experimentation as a central element, in addition to taking into consideration school reality, infrastructure to propose classes, projects and seminars, along with planning and evaluation of knowledge to guide their practices.

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1 INTRODUCTION

This text is extracted from dissertation research that sought to analyze the teaching of Physical Education in the context of Youth and Adult Education (YAE) of the Municipal Education Network of the City of Ipojuca, Pernambuco, from the narratives of the teachers who conduct classes in YAE. This municipality encouraged the research, due to the professional activity being related to the training of teachers in YAE.

The Teaching of Physical Education (Physical Education) in YAE is a challenge due to its diversity, with its own characteristics and peculiarities that configure it as a modality of basic education, existing in the Law of Guidelines and Bases of National Education - LDBEN (BRASIL, 2017a). However, Arroyo (2017) understands YAE as a locus of diversity of times-spaces for the formation of young and adult people and which takes place in schools, communities, churches, social movements, diversity of subjects - from young people to the elderly - not limited only to educational structures.

Concern with adult education has emerged in Brazil since the colonial period, guided by a catechist conception and the formation of native labor for work, from the arrival of the Jesuits in the country (BEISIEGEL, 2004; PAIVA, 2002; HADDAD; DI PIERRO, 2000).

In the history of youth and adult education, in the Brazilian educational context, there have been initiatives that emerged in the search for a critical and reflective conception of the adult literacy process, based on progressive, liberating ideals, as well as from a technical and lightheaded-up process, aiming at maintaining the status quo.¹

In the search for the effective right to education, the National Education Guidelines and Bases Law (BRASIL, 2017a), Opinion 11/2000 (BRASIL, 2000) and the Curricular Guidelines for Basic Education (BRASIL, 2001, 2013b) brought contributions to YAE based on guiding principles developed at school, in the curricular components and in teachers' pedagogical practice, requiring a specific approach to the teaching-learning process in EJA.

In this education modality, we noticed that Physical Education has been on the sidelines throughout Brazilian history, given the presence of legal prerogatives² that hinder its teaching, its materialization, and the initial training of teachers.

Nevertheless, this barrier has been gradually reduced through the production of curricular proposals regarding the specificity of Physical Education in YAE,³ making possible its existence and theoretical-methodological organization.

1 Strelhow (2010) presents an overview of the trajectory of YAE in Brazil, the popular initiatives, namely: the "Basic Education Movement" (1961-CNBB), Popular Culture Movement of Recife (1961), Popular Culture Centers (UNE), Campaign de Pé no Chão (Natal City Hall), the Paraíba Popular Education Campaign (CEPLAR, 1965); while the technician and governmental movement: Crusada Ação Básica Cristã (ABC-Recife, 1967), Brazilian Literacy Movement (MOBRAL, 1985), EDUCAR Foundation, 1990), National Literacy Program (1998), Pronera (National Agrarian Reform Education Program, 1998), Literacy Brazil Program (2003); proposal for the co-participation of subjects literacy and the government: Literacy Movement (MOVA, 1996).

2 "Physical education, integrated with the pedagogical proposal of the school, is an obligatory curricular component of primary and secondary education, being a student elective: I – that consists of a working period equal to or above six hours; II – above 30 years of age (our emphasis); III – who has undertaken initial military service or who, in a similar situation, is obliged to practice physical education; IV – supported by Decree-Law No. 1.044 of 21 October, 1969; V – (vetoed); VI – who has children" (BRAZIL, 2017, p.20).

3 Negreiros (2013) identifies the presence of 07 curricular proposals for Physical Education in YAE nationally and present in the states of Alagoas (2010), Amapá (2009), the Federal District (2020), Espírito Santo (2009), Goiás (2010, Sergipe (2007), and Tocantins (2008).

In this sense, in 2013 the Curricular Parameters for Basic Education of the State of Pernambuco (PCPE) were produced resulting in a specific document for Physical Education in Elementary School, High School and YAE (PERNAMBUCO, 2013a). These are documents that refer to Bodily Activities as an object of Physical Education, presenting its contents and the systematization of knowledge based on the Social Criticism perspective that has as its thematic axes - game, dance, fight, gymnastics, and sport. This parameter is presented based on the concept of learning expectations and years of schooling, explaining its assessment and making considerations about inclusion in school-based Physical Education.

In addition, over the years, studies have been developed such as those by Franchi and Günther (2018), Günther (2014), Oliveira, Sousa e Melo (2015), Reis and Molina Neto (2014), Reis (2011), Martins (2019), which have made contributions based on related themes: the increasingly young age of YAE participants, education as law; experience from supervised internships, in pedagogical practice and within the scope of the cultural curriculum.

The production of knowledge regarding Physical Education in YAE contributes to the development of the area, enabling the development of studies that take YAE as their focus, providing theoretical-methodological elements for its reflection, materialization and systematization in pedagogical practice, as well as the implementation of a specific curricular proposal.

In this research, we argue that the teaching of Physical Education in YAE needs to be understood, reflected upon and materialized, considering the characteristics and diversities of the subjects, because the teaching-learning process requires an approximation with concrete reality, requiring a greater engagement of researchers, teachers, and students for research and pedagogical proposals specific to Physical Education.

2 METHODOLOGICAL DECISIONS

This qualitative study included bibliographic (GIL, 2008) and field research (MINAYO, 2016) to understand, in the light of the hermeneutic-dialectical method (HABERMAS, 1987), the narratives of Physical Education teachers within the context of YAE of the Municipal Education Network of Ipojuca, Pernambuco.

This network has 27 teachers working in schools. Of these, 13 teach classes in YAE. After application of the exploratory questionnaire, five (5) teachers, citing personal reasons, withdrew from the research⁴, reducing the number of subjects to 08 (eight).

The inclusion criteria for choosing teachers were: being a Physical Education graduate, being an effective teacher, and teaching in the YAE modality. Those who did not respond to the exploratory questionnaire were excluded and were not available for the interview.

Subsequently, semi-structured interviews were conducted and then analyzed using the categorical content analysis technique by theme (BARDIN, 2011). This

4 The research Project was sent to and approved by the Oswaldo Cruz University Hospital Complex (HUOC), University of Pernambuco Cardiology First-Aid Unit (PROCAP), protocol: 93198417.8.0000.5192.

technique allowed the study to be structured based on empirical and analytical categories⁵.

The analytical categories emerged through bibliographic research, brought to light elements for understanding the teaching of Physical Education in YAE (CARVALHO, 2009; 2011; CARVALHO; CAMARGO, 2019; COSTA, 2017).

The bibliographic research was used in order to understand, from scientific production, the analytical categories Physical Education and YAE, being revealed and analyzed in the face of its production.

The fieldwork relied on Minayo, Deslandes and Gomes (2016), in addition to a simple investigative environment linked to discoveries, aiming not only to know, understand, and study the phenomenon, but also to create possibilities for the investigated knowledge to reveal the current reality.

The following empirical categories emerged from the field research: Professional Experience; Initial Training; Knowledge Organization, and Continuing Education. However, it was the Knowledge Organization category that showed the highest incidence from the contact with the Physical Education teachers of the Municipal Education Network of the Ipojuca, Pernambuco Municipal Government.

Based on this empirical category, we focused on *recording units*⁶, *teaching methodology* and *school reality*, as they increasingly permeated the results and discussion of the research, and statements of the Physical Education teachers who work in the EJA, as presented in Table 1.

Table 1 - Content analysis indicators

Indicators	
Central element	The teaching of Physical Education in YAE.
Operationalization	Physical Education teaching-learning process in YAE.
Analytical categories	Physical Education and YAE
Empirical category: Organization of knowledge	Recording units: Teaching Methodology and School Reality

Source: Authors.

3 RESULTS AND DISCUSSION

The teaching of Physical Education in YAE, in Ipojuca, Pernambuco, began in 2013 with the insertion of the curricular component in the regular teaching matrix of the municipal network.

In this teaching network, there is no curricular document to guide the teaching of Physical Education in YAE being subsidized from elements present in the PCPE in Physical Education for YAE (PERNAMBUCO, 2013a).

⁵ "The first are those that historically retain fundamental social relations and may be considered as aids to knowledge of the object in its general aspects. These have various degrees of abstraction, generalization, and approximation. The second are those constructed with an operational purpose, taking into account fieldwork (the empirical phase) or beginning with field work. They have the property of being able to understand the determinations and the specificities that are expressed in empirical reality" (MINAYO, 1998, p.94).

⁶ A recording unit is a meaning unit to be coded, and corresponds to the smallest content segment to be considered as a base unit in order to aid categorization, and may be of various natures and dimensions (BARDIN, 1988, pp. 104-105).

According to the teachers, different didactic-methodological procedures were used to teach at YAE, namely:

Many expository classes, with PowerPoint presentation. I'm arguing with them, I bring videos. I often engage in conversation circles, discuss some topic and also with corporal practices (PROFESSOR A).

I always try, first of all, to start with a text or a discussion. From the text, or a video, I start by asking "have you done this yet?" Then, from this first, as I can say, proposing ideas, they start a discuss, we discuss some things (PROFESSOR B).

We bring these people to work with lectures, the structure gives us the condition to work that way. Apart from the conventional, with expository, visual classes (PROFESSOR C).

Didactically speaking, I always try to keep this focus of explaining something succinctly so that they understand, and also develop it, consequently, in a practical manner (PROFESSOR D).

[...] we basically work with videos, expository classes, with their practical participation in the course of classes. This holds their attention very well. Some didactic texts, but not many, because of the difficulty that most students have in reading, because I work with the four cycles here, of the elementary, YAE I, YAE II, YAE III and YAE IV (Teacher E).

[...] this year, I began almost entirely theoretically, with expository classes, showing videos with topics covered every two months (Teacher F).

I bring many texts for my students, lots of videos, movies, and some classes that are practical (PROFESSOR G).

We work with lectures, use of audiovisual resources, research, discussion circles (PROFESSOR H).

The procedures reveal the variety of forms used in the development of Physical Education classes in YAE in the Municipal Network of Ipojuca. Teachers A, B, C, E, F, G, and H present more than one strategy to mediate knowledge during the teaching unit.

Based on the teachers' testimonies, there are nuances of approximations with teaching strategies present from expository classes, with audiovisual production, didactic text and dialogue circle as possible paths for the teaching of Physical Education.

This action carried out by the teachers of the Municipal Network is close to what guides the PCPE (PERNAMBUCO, 2013b), because its organization guides teachers to access the knowledge of Bodily Activities present in Physical Education, aiming to provide theoretical-methodological contributions to the Physical Education classes in YAE.

Libâneo (2017) considers it important that the didactic process be centered on the relationship between teaching and learning, which leads to a direct confrontation of the student with the subject under the guidance of the teacher.

This process occurs in an organic and structured manner, with harmony between the elements that make up teaching and education, having characteristics and specificities that allow approximations, due to their nature and particularity. On

the other hand, these terms need to be better understood, avoiding their use as synonyms.

Education comprises formative processes present in life in society, having characteristics that are not limited only to school, since it is a process marked by a historical moment, the result of the social and political meanings, enabling successive transformation in the historical sense and in personality development. Teaching, on the other hand, is an intentional, systematic and gradual process, responsible for the successive development and transformation of students' intellectual capacities, seeking to master knowledge and skills, aiming at their application (LIBÂNEO, 2017).

Education and teaching can go together to understand and reflect on issues of a social, political, philosophical and pedagogical nature that affect society and, in particular, on the school and the pedagogical practice of teachers, contributing to the decision making of the subjects, envisioning participatory human action, solidary and citizenship, carried out in partnership between teacher and students.

According to Libâneo (2017), joint actions between teachers and students are essential, making it possible to consciously and actively creatively assimilate contents and methods, in the various school situations and in practical life.

Teachers A, B, E, G and H approach the methodological posture that the author advocates, as it allows interaction between teacher-student and participation during the teaching-learning process in class.

This variety of procedures, however, as seen in the statements of teachers B, C, E, F and H, present a contradiction, with a rupture of the theoretic-practical unit, revealed in the fragmentation of the procedures treated in Physical Education classes in the YAE.

It is true that Physical Education classes in YAE do not need to have a defined, finished and linear format, because it's important to pay attention to student life trajectories, especially because they are generally older than regular school students, in the elementary and secondary segments. But this centrality of expository activities, dealing with theoretical aspects, may be generating opposition, because we need to understand the representations that students bring of their school trajectories so that what they have already experienced as a negative experience in other educational spaces is not repeated (REIS; MOLINA NETO, 2014, p. 640).

Physical Education has much to contribute to YAE, given that it recognizes the diversity of subjects, providing theoretical-methodological elements for their decision-making process that begins in the classroom, and can be extrapolated to reality in a critical and reflective manner.

Physical Education classes taught theoretically can be present within the pedagogical practice of YAE teachers and students, considering local characteristics, specificities and aspirations of the students. However, agree with the thoughts of Reis and Molina Neto (2014) when they point out that Physical Education classes in YAE, when taught only theoretically, contribute to intellectual elitism, with a dualism between body and mind, being the first responsible for the intellect, while the "body" is in the background.

Nevertheless, the authors warn that the context and respect for the reality of YAE students be considered, because Physical Education classes in this teaching modality can make use of audiovisual resources and textual production as support for pedagogical practice, as indicated by the study by Lisbon and Pires (2004), which presents contributions of the use of media, such as television, a vehicle that can be present in Physical Education classes.

This proposal is similar to the strategies developed by teachers A, E, F, G and H, who use audiovisual production in Physical Education classes in YAE, aiming to contextualize the knowledge addressed in the classroom, using multimedia resources as allies for pedagogical practice.

Lisboa and Pires (2004) argue that in recent generations, television has been part of their reality since birth, building perceptions and representations of the world around it. Nowadays, in addition to TV, smartphones, tablets and digital media are increasingly incorporated into the daily routine of the population, due to their applicability in the scope of commerce and services, urban mobility, public safety, health/well-being, and education.

The use of technological resources in Physical Education classes in YAE, in line with the planning prepared by the teacher, can contribute to the teaching-learning process, starting with a selection, organization and systematization of knowledge in line with the reality of students and the pedagogical practice of teachers.

In addition, the use of didactic text is another important resource for those who teach YAE classes, as they present contributions to pedagogical practice, in addition to bringing students closer to the knowledge of Physical Education as a new possibility: written production.

Amaral (2014) investigated the use of didactic text in the pedagogical practice of teachers of the State Teaching Network of Pernambuco, its possibilities, limits and contributions to the teaching-learning process. For the author, the didactic text is still not widespread in Physical Education classes, despite emerging productions in the area.

For him, there are still limits regarding elaboration, which requires the teacher to maintain technical and scientific rigor in order to materialize the knowledge of Physical Education throughout school life. There is a certain difficulty on the part of teachers in expressing their accumulated experience in digital format, as well as through written production.

The production of didactic text and audiovisual resources can contribute to the teaching of Physical Education in YAE, allowing students to have access to the knowledge historically produced in this curricular component in order to provide elements for their human learning process.

In summary, the teaching methodology encompasses different didactic-methodological procedures, which guide the contextualization of knowledge, the confrontation of knowledge, the organization and reorganization of knowledge in classes, and evaluative syntheses.

However, the methodological variety of procedures cannot occur only in the face of strategies, against the background of an informative and theoretical-conceptual class. It should diversify the forms, respecting the diversity of the subjects in this modality, in addition to being attentive to corporal experiments and experiences, which does not exempt such types of theories and concepts classes, but it is essential that they go beyond the oral presentation of knowledge.

Another analytic unit that emerged during the field research was the school reality, understood as the expression of what actually exists within the school and in the action of pedagogical practice as a dialectical, dynamic condition that is influenced by the relationships that develop in social practice and in the school context.

Carvalho and Borges (2010) see the school reality as a framework that encompasses pedagogical practices, the daily lives of students, teachers and staff inside and outside schools, which impact education indices (approval and failure) and school dropout.

The school reality, in our study, revealed information about the sociocultural context, the teaching-learning process and the pedagogical practice of the Physical Education teachers who teach classes within YAE of the Ipojuca Municipal Education Network.

[...] I have some materials that I have already produced, that I take to them. That I take to the classroom, I take it to school, that I am not stuck with what is available to me at school (TEACHER A).

[...] There is no point in doing first-world planning with a playground, if the school does not have this reality (TEACHER B).

My experience in YAE, I take into account the daily life of the YAE students, in particular their regional experience here, where I am staffed, in the municipality. I take into account their experience, their way of life, what is most interesting for them to be learned (PROFESSOR C).

In my reality, we try to work on the contents, following what we plan during the year. [...] Especially because the reality of YAE is a very different reality from other classes (PROFESSOR D).

The school has a relatively good structure for us to work on the theoretical issues of Physical Education, yes. [...] I miss having spaces and moments to have more practical classes with them, and some call me out in this regard (PROFESSOR E).

[...] The digital whiteboard was something that ended up adding a great deal, because, since we have access to the internet, we were able to work theoretically, right? (TEACHER F).

[...] When I plan my classes, I take into account not only what the school has, but also what I have as well (PROFESSOR G).

Some contents facilitate this approach. For example, when talking about games it's much more dynamic, this process integrates theory and practice. [...] Other content that would require space and some tools or instruments to carry out, we have to do it through images or through themselves as examples (PROFESSOR H).

Teachers share the idea that classes, planning, and the use of methodological resources require an approximation with the the realities of students, in the local

context, enabling an interweaving of knowledge historically constructed in Physical Education with the social practice of YAE students.

Corroborating this thought, the studies by Haddad (2007), Machado and Rodrigues (2014) reveal advances for the debate about YAE, presenting the urgency of reflecting on this type of education critically, contributing to the debate on the directions of pedagogical practice and public policies of YAE in Brazil, in the expectation of propositions that will implement the right to schooling for all people regardless of their age (HADDAD, 2007).

The materialization of educational proposals is made with the recognition of subjects (students and teachers) as beings who are endowed with knowledge and potentialities that need to be considered in actions that understand YAE in line with the sociocultural reality.

YAE, especially in the last decade, requires careful understanding and analysis, as it presents paths through pedagogical challenges for teaching practice, based on the National Education Plan (PNE) 2014-2024, specifically, in line with goals 8, 9 and 10 of this plan, which propose significant actions that focus on pedagogical practice and teacher training (MACHADO; RODRIGUES, 2014).

These goals seek to guarantee rights to education present in other legal provisions, assuring the government's commitment to the Brazilian population (BRASIL, 2000, 2016, 2020a). Regarding the increase in education levels, the following goals are: at least 12 years of study by the last year of the Plan, for rural populations in the region with the lowest level of education in the country; eradicating absolute illiteracy and reducing the rate of functional illiteracy by 50%; offering at least 25% enrollment of youth and adult education, in elementary and high school, integrated with professional training (BRASIL, 2014a).

Understanding the issues involving public policies and education as a universal human right of EJA is essential for the pedagogical practice of teachers, because when reflected and deepened by scholars (HADDAD; DI PIERRO, 2015; ARROYO, 2017; PAIVA; HADDAD; SOARES, 2019; SOARES; PEDROSO, 2016), it provides elements for understanding the reality in which the subjects (students and teachers) live.

Professors B and C bring declare that reality is the starting point for the elaboration, development and materialization of planning. Freire (2010) says that teaching requires understanding reality, because, as a teacher, it is necessary to be aware of the various dimensions that permeate the practice in order to ensure professional performance.

For the author, understanding reality allows us to know the locus in which it is circumscribed, its characteristics and limits, because by knowing it there is the possibility of transforming it, intervening, recreating, and glimpsing another reality.

This approach to the school reality is present in the PCPE document (PERNAMBUCO, 2013b), allowing teachers to prepare, plan and develop classes according to the characteristics of the YAE student, who has particularities and desires, and may, at a higher incidence than regular education, present physical,

psychosocial and affective limitations due to the older age of some students, although today the presence of younger students in this modality is increasing.

In this sense, it is necessary to understand the reality of the new situation that has been expressed in YAE: a process of “rejuvenation” of the students of this type of education (RATIER *et al.*, 2011). According to the authors, the number of young people in YAE in elementary school is worrying, since they already add up to approximately 20% of those enrolled, between 2004 and 2010, between 15 and 17 years old.

The data from the school census from 2013 to 2020 indicate an increase in enrollment of younger students in YAE. However, this increase in recent periods exhibits small fluctuations. (Table 2).

Table 2 - Data from the school census for the year 2013 to 2020.

Year	Total	Percentage of reduction	Students between 15 and 29 years of age	Percentage of enrollment
2013	3,830,207	-----	2,368,511	61.83%
2014	3,653,530	9.53%	2,270,845	62.15%
2015	3,491,869	9.55%	2,208,767	63.25%
2016	3,482,174	9.97%	2,247,225	64.53%
2017	3,598,716	-----	2,246,047	68.37%
2018	3,545,988	1.5%	2,205,604	62.2%
2019	3,273,668	7.7%	2,622,149	62.2%
2020	3,002,749	8.3	1,852,945	61.3%

Source: National Institute for Educational Studies and Research Anísio Teixeira - INEP
Data on the School Census - 2013 to 2020.

According to these data from the school census, there is a significant increase in enrollment of young people in YAE, revealing a process that has been increasingly common in this type of education, as proven from the literature (ALCANTARA, 2016; DUARTE, 2015; ARROYO, 2017; LEMOS, 2017;); and official documents (BRASIL, 2011; 2012; 2013, 2014b; 2015, 2016, 2017b, 2018, 2019, 2020b).

The change in the profile of the YAE student involves a range of information that results from the absence of concrete public policies that ensure the maintenance and permanence of the subjects in the regular education system, as well as the departure of older students (adults and the elderly) from the modality, transforming the profile and the dynamics of the daily life of YAE (DUARTE, 2015).

The presence of youth, especially in school, needs to be reflected upon and understood by teachers who teach classes in this type of education, because young people bring with them their own characteristics and specificities that need to be considered during pedagogical practice, seeking to bring knowledge produced within schools closer to the sociocultural reality of the subjects.

Freire (2010) argues that, when creating conditions in order for this reality to be changed, it is necessary to understand what the learning subjects are, their

desires, and aspirations; that there be understanding and respect for the knowledge of the student.

With regard to YAE, the teaching-learning process can occur based on the dynamicity, contemporaneity and decision-making of teachers during classes. The study by Freire (2010) and the PCPE (PERNAMBUCO, 2013b) provide elements to understand that the reality of YAE differs from regular education due to the structure, organization and diversity of subjects.

Another fact that emerged about the reality that teachers E, F and H reported was the difficulty of working on the Physical Education knowledge through the theoretical class, of the expository type, to exemplify the contents. This methodological stance even generated discontent among students and teacher E, which caused students to request more body experimentation during classes.

Reis and Molina Neto (2014) propose an understanding of the school reality: listening to students and their aspirations for the preparation of classes, in the materialization of pedagogical practice. For the authors, Physical Education classes in YAE can be taught theoretically, as long as they meet the wishes of the school community and the expectations of students are also considered in the elaboration of school planning, becoming another space for sharing knowledge of Physical Education.

Respect for the school reality, in the particularity that each teacher uses to teach classes in the YAE, needs to be effective. This reality needs to be considered, reflected and understood, enabling the understanding of what is possible during pedagogical practice. In addition, it is important to listen to the wishes of YAE students, discussing the knowledge to be taught, collectively aiming to decide the directions of teaching for the academic period.

With teachers, we realize the need to listen to student requests, to analyze and make decisions that allow, when possible, their implementation in pedagogical practice. This action allows the subjects to access the knowledge of Physical Education in different forms. Such knowledge can be experienced at school, on the playground, or even go beyond the school walls, from theoretical or theoretical-practical classes.

The school reality, by being part of the teacher's reflection process, pedagogical practice, planning and evaluation, brings teaching knowledge closer to the sociocultural context of the students, allowing the sharing of knowledge that can bring meanings and meanings to the subjects of learning.

The school reality reveals paths for the training of Physical Education teachers who teach classes within the context of YAE, and it is essential to consider methodological diversity and class profile, based on both expository conceptual aspects and corporal experiences. Knowing, using and qualifying the available material resources, the infrastructure and the location where the teaching units are located contribute to articulating the objectives, planning and evaluation of knowledge of Physical Education in YAE.

4 FINAL REMARKS

The teaching of Physical Education within the context of YAE, present in the Municipal Education Network of the Municipality of Ipojuca, Pernambuco, revealed from teacher statements that the school reality and teaching methodology were understood when classes were taught in this type of education.

Through their statements, teachers presented a variety of methodologies for socializing knowledge in YAE, presenting at least more than one teaching strategy. This variety of teaching strategy reveals the teachers' search for theoretical-methodological paths for teaching Physical Education within the context of YAE.

Regarding the variety of procedures, it is necessary to take into account the diversity of time and space of the school in YAE, and even more so, those of the subjects, since people with large age differences can live together in the same classroom, offering everyone the possibility of experiencing the contents of the Physical Education.

The school reality that emerged in the teachers' statements was considered as a starting point for the elaboration and systematization of knowledge that recognizes the sociocultural context of YAE students as indispensable for the teaching of Physical Education.

It was possible to identify, in teachers' statements, that the lack of infrastructure/materials in school institutions, the absence of multi-sports courts, or even an environment appropriate to body practices limit the YAE classes to mere theoretical exposition. Teachers recognize that Physical Education in YAE should not be treated only with theoretical classes - not least because there are complaints from students regarding this - but that there is a theoretical-practical relationship.

The school reality guided the objectives, plans and evaluations that were developed throughout the school year, considering the infrastructure of the teaching units, the pedagogical materials available to the school, and the sociocultural context of the students for the teaching of Physical Education in YAE.

In summary, we recognize that it is up to School Physical Education to ensure access to cultural goods, to knowledge produced historically with regard to bodily practices, and that, at school, the methodological varieties should be based upon pedagogical reflection and action that enhance knowledge with YAE students in order to guarantee their learning.

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Resumo: O estudo teve por objetivo analisar o ensino da Educação Física no contexto da EJA da rede municipal da Prefeitura do Ipojuca/PE, a partir de falas dos professores. É um estudo de natureza qualitativa, subsidiado pelo método hermenêutico-dialético, realizado com oito sujeitos por meio de entrevistas semiestruturadas, através da técnica de análise de conteúdo categorial por temática para análise dos dados. Conclui-se que os professores utilizaram-se de diferentes metodologias de ensino para ministrar aulas, havendo necessidade de práticas que oportunizem a experimentação corporal como centralidade, além de considerar a realidade escolar, a infraestrutura para propor aulas, projetos e seminários, desde objetivos, planejamento e avaliação dos saberes que orientam sua prática.

Palavras chave: Educação. Adulto. Adolescente. Metodologia.

Resumen: El estudio tuvo como objetivo analizar la enseñanza de Educación Física en el contexto de la EJA (Educación de Jóvenes y Adultos) en la red municipal de educación de la municipalidad de Ipojuca/PE, a partir de las intervenciones de los profesores. Se trata de un estudio cualitativo que se apoya en el método hermenéutico-dialéctico, realizado con ocho profesores, a través de entrevistas semiestruturadas, utilizando la técnica de análisis de contenido categorial por tema para el análisis de los datos. Se concluye que los profesores utilizaron diferentes metodologías de enseñanza para impartir sus clases y que existe la necesidad de prácticas que permitan la experimentación corporal como centralidad, además de considerar la realidad de la escuela y la infraestructura para proponer clases, proyectos y seminarios a partir de objetivos, planificación y evaluación de los conocimientos que orientan sus prácticas.

Palabras clave: Educación. Adulto. Adolescente. Metodología.

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CONFLICT OF INTERESTS

The authors stated that there is no conflict of interest in this study.

AUTHORS' CONTRIBUTIONS

Sérgio Henrique Noblat de Andrade Júnior: The author was responsible for reviewing the literature, carrying out semi-structured interviews with the teachers participating in the study, and for the systematization of the content analysis process.

Agostinho da Silva Rosas: The author was responsible for comparing the initial results of the research with reality data, substantiating the inferences, also contributing to the conclusion of the study.

Ana Rita Lorenzini: The author was responsible for the theoretical-methodological contributions results and discussions, in addition to carrying out the Portuguese language review procedure.

Lívia Tenório Brazilian: The author was responsible for the theoretical-methodological contributions of the results and discussion, based on the categories teaching methodology and school reality that supported the discussions of the study, in addition to performing the Portuguese language review procedure

Marcílio Barbosa Mendonça de Souza Júnior: The author Marcílio Barbosa Mendonça de Souza Júnior was responsible for guiding the data collection and analysis process, in addition to contributing to the qualification of the results, discussions and conclusion of the study.

Marcelo Soares Tavares de Melo: The author was responsible for the organization and treatment of the data, in addition to contributing to the study's results and discussion phase.

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RESEARCH ETHICS

The research project was submitted to and approved by the Oswaldo Cruz University Hospital Complex (Huoc) /University Cardiological Emergency Room of Pernambuco (Procape), of the University of Pernambuco (Upe), Protocol 93198417.8.0000.5192

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