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# PEDAGOGICAL PRACTICE OF THE PHYSICAL EDUCATION TEACHER IN THE COVID-19 PANDEMIC: AN INTEGRATIVE REVIEW

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**Abstract:** The World Health Organization (W.H.O.) warned the world about the outbreak of the Covid-19 pandemic, a disease caused by the Coronavirus, called Severe Acute Respiratory Syndrome 2 (SARS-CoV-2). With the onset of the pandemic, preventive actions were recommended to mitigate or contain the virus and avoid overloading the global health system, including social isolation and closing schools. Thus, classes began to take place remotely, and, like other subjects in basic education, Physical Education was also adapted to the new teaching format. The objective of the study is to analyze the pedagogical strategies used by Physical Education teachers to teach their classes in the context of the pandemic. It is an integrative review that had its data collection in the databases: Latin American and Caribbean Literature in Health Sciences (LILACS), Scientific Electronic Library Online (SCIELO), Coordination for the Improvement of Higher Education Personnel (CAPES), Google Scholar and Online System for Searching and Analyzing Medical Literature (MEDLINE). The results found demonstrate that the pandemic period required Physical Education teachers to make a quick decision, based on adapting their traditional face-to-face methodologies to a new online teaching method. It is concluded that teachers faced difficulties due to the health requirements raised by the Covid-19 pandemic, however, it was necessary to develop new skills on other teaching methodologies, with the implementation of digital tools in their classes.
**Keywords:** Physical education; Pedagogical practice; School; Covid-19.

## INTRODUCTION

On January 30, 2020, the World Health Organization (WHO) warned the world about the outbreak of the Covid-19 pandemic, a disease caused by the Coronavirus, called Severe Acute Respiratory Syndrome 2 (SARS-CoV-2), which caused a public health emergency of international concern (PAHO, 2020, p. 1).

The pandemic began in Brazil in March 2020, and preventive actions are widely recommended to mitigate or contain the virus and avoid overloading the global health system. Among them, social isolation and the closure of schools, which, consequently, ended up generating major concerns for Basic Education, especially in public schools across the country (BOCACIO; SEVERO, 2021, p. 14).

Therefore, with the advance of Covid-19 cases in Brazil, the use of technologies in education has become essential and inevitable. For Minto (2020), the use of technologies has become a solution to all the problems arising from the pandemic in the educational field.

In the face of the spread of the disease, the global health crisis and school closures, it was estimated that 1.5 billion students in 188 countries were left without attending classrooms. In Brazil, of the nearly 56 million students enrolled in basic and higher education in Brazil, 35% (19.5 million) had classes suspended due to the Covid-19 pandemic, while 58% (32.4 million) started to have remote classes (DATASENADO, 2020, p. 3).

Studies such as those by Miranda et al. (2020) discuss how the use of platforms and applications has become a great tool in teaching work in public networks, as they are able to provide coverage in all social spheres. But this change was devoid of any guarantees and rights, as the teacher had to modify its methodology, its content, so that it was applicable to a certain technological tool that he was using. In addition, because he had to be always available, his work time and personal time became indefinable.

Given this context, the Physical Education

discipline, as well as other basic education disciplines, was also adapted for remote teaching. For Hodges et al. (2020, p. 96), Remote Teaching was a temporary change, an alternative teaching method due to the circumstances of the health crisis, which made use of completely remote teaching solutions for instruction. Online tools have made room for a new reality.

Oliveira, Ferreira and Silva (2020, p. 7) emphasize that Physical Education at School had information and communication technologies (ICTs) as an important tool, as support material for classes, facilitating the transmission of learning to students. However, teachers had to adapt to conduct online classes, replacing the classroom with another environment, the home environment.

With these changes in traditional teaching methods, the question arises: how did the pedagogical practice of the Physical Education curricular component occur in the context of the Covid-19 pandemic?

Considering the importance of the Physical Education discipline in the school context, especially during the Covid-19 pandemic period, the research aims to analyze the pedagogical strategies used by Physical Education teachers to teach their classes in the context of the pandemic.

## THEORETICAL BACKGROUND

### SCHOOL PHYSICAL EDUCATION

Throughout its history, Physical Education has undergone adaptations in its curriculum, making it mandatory as a curricular component and permeating the idea of practice by practice. Its meaning changes according to its historical context at each time, and it is necessary to reflect on how the pedagogical practice of School Physical Education acts on human formation and the possible consequences on the environment in which it is inserted (MENEZES, 2021).

For Gonzalez and Schwengber (2012), the Law of Guidelines and Bases (1996) recognizes Physical Education as a discipline, which, inserted in the school, provides the same conditions as the others, in addition to the need for didactic and methodological organization that unifies education in the school environment. The National Common Curricular Base (BNCC) states that Physical Education addresses students' expression through bodily practices, which enable social, aesthetic, affective and playful experiences, essential for Basic Education (BRASIL, 2017, p. 223).

Physical Education is a subject that forms knowledge about body practices, teachings about the appreciation of body culture and healthy habits. In addition, it has a vast field of contents that are formed by the manifestations of the body, created over the years, such as games, dances, games, sports, fights, among others (BRASIL, 2017).

This way, the corporal practices experienced in thePhysical Education are interconnected with culture, which enables the argument that supports the conception of the discipline as a field of knowledge linked to the area of languages (OLIVEIRA et. al., 2021).

APhysical Education inserted in the school environment has rights that must be met, in order to provide students with opportunities for bodily development, learning and social, cultural and intellectual values.

According to the BNCC, thePhysical Education belongs to an area of knowledge that allows students to associate physical practices with different dimensions of social, cultural, political, historical, economic, aesthetic and ethical life (BRASIL, 2017).

The BNCC also states that Physical Education offers several possibilities to expand the pedagogical experiences of students in basic education, which allow access to a wide

cultural universe (BRASIL, 2017).

Pereira, Silva and Lüdorf (2022) highlight how teachers ofSchool Physical Education must deal with the body without thinking only of its biological side, but also as something cultural and social, with the teacher's intervention being fundamental for the use of practices that encompass beyond the body.

According to Darido and Rangel (2008), the main objective ofPhysical Education is to introduce and integrate students into the body culture of movement throughout their schooling, from Kindergarten to High School. For the authors, Physical Education can contribute to the most diverse manifestations of the Corporal Culture of Movement and for them to be preserved, disseminated and known, as well as the improvement of democratic practices, so that differences are respected.

In that sense, thePhysical Education does not only have the objective of presenting educational training aimed at health promotion, but must provide students with access to information, a critical and social view on the issue of health and quality of life, awakening a taste for physical activity and providing experiences that will allow their independence in future experiences and choices (BAGNARA; FENSTERSEIFER, 2020).

School Physical Education is also a field of action in which it is possible for students to apply practices developed in class in their daily lives, thus making them adopt, for example, a more physically active lifestyle (LUCIANO et al., 2016).

ByPhysical Education, students have the opportunity to build their identity, life experiences, health concepts, physical activity, quality of life and also to know their own body limits through different movements. The role of the Physical Education teacher is not just to teach how to play ball, but to educate the student for life (WILHELMS; SAMPAIO, 2014).

## REMOTE TEACHING

Upon arriving in Brazil, the pandemic changed a whole reality: social distancing was imposed, the use of masks became mandatory throughout the national territory, many people were scared and afraid, and social inequalities became increasingly evident (LUDOVICO et al. al., 2020).

The National Health Council (CNS), through Recommendation Number: 036, of May 11, 2020, requested more restrictive social distancing measures (lockdown). They aimed to guarantee sanitary conditions and social protection to face the emergency needs of the population in the face of the Covid-19 pandemic (BRASIL, 2020a).

The abrupt, fundamental and necessary interruption of face-to-face activities caused insecurity about the future of education, and, due to social isolation decrees and closures of public spaces, students and teachers were prevented from going to schools to prevent the spread of the virus. This led to a unified movement to search for methodological alternatives for maintaining, albeit uncertain, school activities (SOUZA; MIRANDA, 2020, p. 83).

When it comes to the education sector in the pandemic, students have been removed from their face-to-face activities in the classroom. However, this did not mean a total withdrawal from school. With the creation of Ordinance Number: 544, of June 16, 2020, it was possible to replace face-to-face classes with teaching activities that used digital educational resources while the pandemic situation lasted (BRASIL, 2020b).

Ordinance Number: 544 authorized the replacement of face-to-face subjects with information and communication technologies, with the institutions being responsible for

defining the curricular components that would be replaced by providing resources to students that would allow them to monitor the teaching activities offered, as well as carrying out assessments during the pandemic period.

Ordinance nº 544/2020 revoked MEC Ordinances nº 343, of March 17, 2020, nº 345, of March 19, 2020, and nº 473, of May 12, 2020.

Faced with this panorama, education was affected and challenged to find alternatives to continue the pedagogical activities. The changes that occurred quickly forced teachers to adhere to Emergency Remote Teaching.

Thus, such changes made teachers responsible for developing effective activities to promote learning situations that could be carried out remotely by students (LUDOVICO et al., 2020, p. 62).

Schools then adopted an emergency form of teaching, and through Emergency Remote Teaching, teachers had to urgently restructure their classes to minimize impacts on learning. For this, they began to teach and evaluate their classes through Google Meet or the Zoom application at the same times as in-person classes and in a more personalized way (SARAIVA; TRAVERSINI; LOCKMANN, 2020).

With the pandemic, teachers tried to adapt through WhatsApp groups, started recording videos, used impressions of activities to be delivered to students' homes, and, because of that, they were able to count on the help of family members, who made themselves available to accompany their children in school tasks due to the new adaptation of the school reality caused by the pandemic (OLIVEIRA; FERREIRA; SILVA, 2020).

The Emergency Remote Teaching form was a temporary change, which was necessary due to the distancing and social isolation indicated to curb the spread of the virus. For this reason, Paiva (2020) considers that the pandemic has revealed how fragile educational institutions are, whether public or private.

Emergency Remote Teaching had a significant impact on the way Physical Education teachers work and on how students participate, considering that the curricular component is characterized by classes composed of activities that involve different body practices and experiences (COELHO; XAVIER; MARQUES, 2020 ).

Unlike Distance Education (EaD), which, in principle, is carried out practically without synchronous interactions between teachers and students (SARAIVA; TRAVERSINI; LOCKMANN, 2020), in Emergency Remote Teaching there was a curricular adaptation as a temporary alternative so that the activities of teaching took place while social distancing lasted, and that involved remote teaching or teaching in a hybrid way, but which would return to face-to-face teaching as soon as the pandemic period passed. Thus, teachers and students who were used to face-to-face classes had to adapt to Emergency Remote Teaching, mediated by technologies (GODOI et al., 2020, p. 11).

Souza and Miranda (2020) mention how the implementation of Emergency Remote Teaching required an exploration of technological resources previously little used by teachers, being necessary to adapt as quickly as possible, with no time for tests. This implementation had to have a new methodology in its content, making use of digital tools and thus replacing face-to-face teaching with distance learning.

In view of this, remote teaching brought teachers a series of challenges for the invention and implementation of this new configuration of education, as they had to deal with the lack of training and support for the use of new tools never before used by teachers of basic education. regular, and difficulty accessing the internet, both by teachers and students

(RIBEIRO JUNIOR et al., 2020).

The reality imposed by remote teaching demanded differentiated preparation of classes and assistance to students through different means of communication, to remember those activities carried out in person within the spaces guaranteed by schools, which, in principle, must be a viable place for this practice. Also, it made the teacher be connected to work at all times, including outside regular hours and on weekends (MIRAGEM; ALMEIDA, 2021).

## PHYSICAL EDUCATION IN THE COVID-19 PANDEMIC

In the period of the COVID-19 pandemic, School Physical Education has undergone several transformations since its inception. They were intended to meet the student's needs on an emergency basis. Thus, teachers had to adapt to the new normal, developing other pedagogical practices (MACEDO; NEVES, 2021).

The main characteristic of Physical Education classes is collectivity, with activities carried out in groups, body practices such as sports, dance, fights, games and games, an interaction allowed by face-to-face classes. This way, teachers had to put the whole essence of Physical Education into virtual classes, without guarantees of having any feedback from students in remote teaching and even without the possibility of evaluating them in person (GODOI et al., 2020).

Thus, Physical Education in the school context is presented as a curricular component that has a particularity as an area that deals with body culture and whose goal is to introduce and integrate the student in this sphere. It is a curricular component that demands a large, airy physical environment and appropriate materials (COELHO; XAVIER; MARQUES, 2020).

In such a way, Vieira et al. (2021) understand that many of the contents of Physical Education require contact in its practical form, and it is known that contact is precisely one of the most common means of spreading the virus.

Corroborating this, Godoi et al. (2020) still consider that this transition from face-to-face classes to remote classes has become a major challenge on how to teach the body culture of movement mediated by technologies, as intense movement and body contact between students is characteristic of School Physical Education. In addition, the socioeconomic reality of students did not guarantee adequate spaces for the bodily practices proposed by teachers in remote activities (COELHO; XAVIER; MARQUES, 2020).

However, one must not minimize the negative impacts related to adaptations of the environment with face-to-face classes for the remote system. Coelho, Xavier and Marques (2020) explain that such changes occurred abruptly and quickly and not everyone was able to adapt at the same speed and satisfactorily.

Thus, the Physical Education classes were adapted according to each reality, with activities for the student to carry out individually or with a family member, and also, dealing with the difficulty of accessing the internet, the little planning time and the lack of interaction (MACEDO; NEVES, 2021).

From this perspective, it is considered that many students were affected by the stoppage of face-to-face classes in schools, however, Physical education sought to minimize the impairment of students' health by proposing content that could be apprehended in a plausible way (VIEIRA et al., 2021). The same authors reflect that the new Coronavirus has brought about the need to maintain healthy habits and the regular practice of physical activity.

This way, it is possible to check thatthere was pressure for teachers to comply with the new pedagogical requirements in a short

time. Therefore, Ribeiro Junior et al. (2020) point out that it was essential for professors to know or learn the true concept of teaching using resources outside their comfort zone, as many had to deal with difficulties in accessing and training these technologies during the pandemic.

For Vieira et al. (2021), over time, Education has always undergone changes in its method and content; in the past, society did not have the current technological advances to contribute to this change, even if it was forced by the situation of the Coronavirus. Therefore, it is easy to understand that most teachers did not view the arrival of online classes positively, even though it was considered an emergency, since remote teaching has become more tiring for teachers compared to traditional teaching.

## MATERIALS AND METHODS

This is an integrative review research, with a qualitative approach and exploratory nature. The integrative review aims to synthesize the results obtained on a particular topic or issue, providing information in a more comprehensive and orderly manner, thus producing a set of knowledge (ERCOLE; MELO; ALCOFORADO, 2014).

Exploratory research aims to develop, clarify and modify concepts and ideas, with a view to formulating a more precise problem or researchable hypotheses for further studies (GIL, 2008, p. 27).

According to Minayo (2016, p. 22), qualitative research is therefore concerned with aspects of reality that cannot be quantified, focusing on understanding and explaining the dynamics of social relations. The author adds that this type of research deals with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables (MINAYO, 2016, p. 21).

### LITERATURE SEARCH STRATEGY

A survey of works published in the following databases was carried out: Latin American and Caribbean Literature in Health Sciences (LILACS), Scientific Electronic Library Online (SCIELO), Coordination for the Improvement of Higher Education Personnel (CAPES), Google Scholar and Online Medical Literature Search and Analysis System (MEDLINE).

The searches were carried out using the following descriptors: "Physical Education", "pedagogical practice", "school", "Covid-19".

### INCLUSION CRITERIA

As inclusion criteria, only full articles available in Portuguese were considered; published between 2020 and 2022; research developed with the target audience of teachers ofPhysical educationin basic education and published research that had as a study group or sample teachers who worked during the pandemic period.

### EXCLUSION CRITERIA

Duplicate publications of articles found in different databases were excluded; articles in which the object of study did not establish a relationship with School Physical Education and the Covid-19 pandemic, and research articles not developed in physical education.

### IDENTIFICATION OF STUDIES AND DATA COLLECTION

The elaboration of the research went through six stages, namely: definition of the research theme, search or sampling in the literature, data collection, critical analysis of the included studies, discussion of the results, presentation of the integrative review (ERCOLE; MELO; ALCOFORADO, 2014, p. 9).

For a better understanding of the search for publications, a flowchart was prepared, adapted from the steps of the integrative review.

## RESULTS AND DISCUSSIONS

The searches were carried out between September and December 2022, with a total of 52 articles being found, based on searches carried out in the databases using the descriptors "physical education", "pedagogical practice", "school" and " Covid-19". Forty-eight articles were excluded because they did not meet the inclusion criteria, were duplicated because they were found in more than one database, and those that did not meet the research objective.

Finally, four articles were considered suitable for analysis and inclusion in this integrative review, as shown in Table 1:

Four surveys were found, two from the CAPES journal portal, one from SCIELO and one from LILACS. The research selected for analysis is field research, one with a quantitative approach (MARTINS et al., 2022) and the other three qualitative (GODOI et al., 2020; MADRID et al., 2021 and COSTA and CONCEICÃO 2021), as shows table 2.

All studies used online methods for data collection due to social distancing, and Physical Education teachers were their target audience.

In the research developed by Martins et al. (2022, p. 2), the researchers verified the framework of School Physical Education classes in the context of the Covid-19 pandemic from the perspective of teachers' pedagogical practice. The research carried out was based on a quantitative approach, through research by survey (survey), in a transversal, descriptive and exploratory way. The study had 439 participations validated from data representative of a large population, in this case, Physical Education teachers from all over Brazil, using an electronic questionnaire as a data collection instrument, sent through a questionnaire via Google Forms, which is a Web 2.0 tool that allows the wide dissemination of your documents.

The results of the research by Martins et al. (2022) demonstrate which interactive digital platforms are used to carry out remote activities in Physical Education classes during the period of social isolation. Data point to WhatsApp, 45.8% (n=202); YouTube, 26.1% (n=115); the institutions' own interactive digital platforms, 20.4% (n=90); and Google Classroom, 20% (n=88). They were used "frequently" to carry out remote activities. The use of digital platforms for sending pedagogical activities in audio and video format was predominant.

Similar data were found in the research by Godoi et al. (2021), who confirmed that 90% of the activities received by Physical Education students during the pandemic took place via WhatsApp.

One of the most common strategies observed across the country in remote teaching was the use of WhatsApp groups, which served to send support material - which, for the most part, were video recordings and school activities based on work orientation tutors, school administrative information and space for sharing questions from parents and students (MOREIRA; SCHLEMMER, 2020).

Similar data were found in the research by Rossi et al. (2021, p. 1), carried out with 100 Basic Education teachers from the State of Minas Gerais, which concluded that the WhatsApp application was the platform most used by teachers to communicate with students during emergency remote teaching, which proved to be a important tool to support teaching activities. Thus, of the 61 responses of the teachers surveyed, 31 used the term "communication" when referring to WhatsApp, that is, the teachers understood

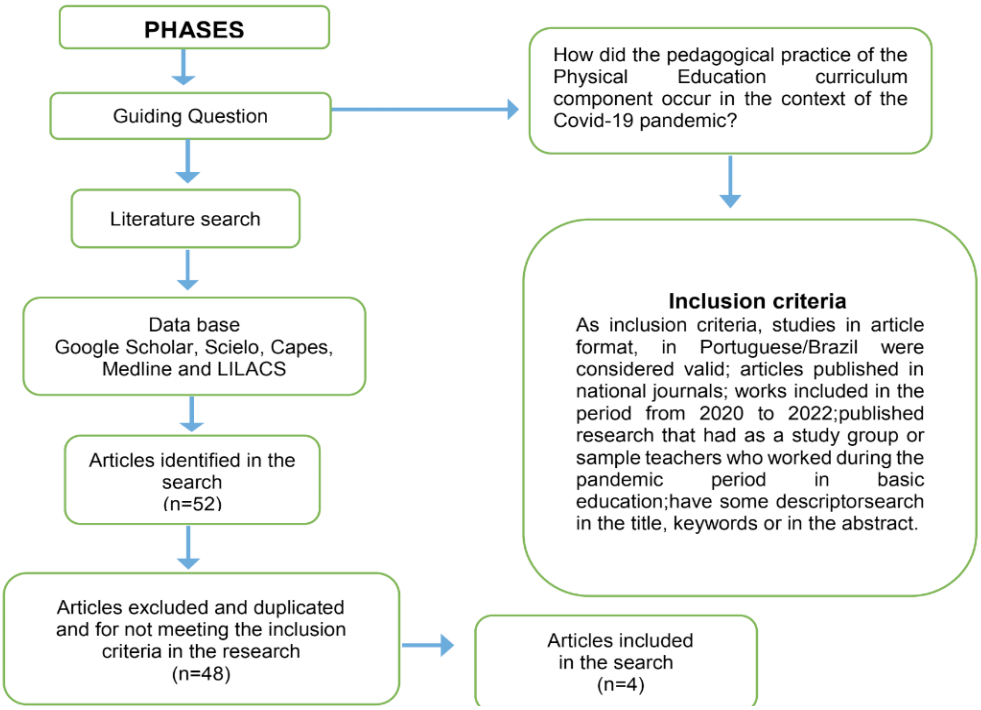


**Figure 1**- Flowchart of the integrative review steps

Source: Own authorship (2022)

| Data base | CAPES | MEDLINE | SCIELO | ACADEMIC GOOGLE | LILACS | TOTAL |
|---|---|---|---|---|---|---|
| Articles Found | 14 | 8 | 11 | 12 | 7 | 52 |
| Articles that did not meet the inclusion criteria | 10 | 5 | 8 | 12 | 4 | 39 |
| duplicates | two | 3 | two | 12 | two | 21 |
| Articles that met the inclusion criteria | two | 0 | 1 | 0 | 1 | 4 |

**Table 1**- Search results in databases

Source: Own authorship (2022).

| Title | Authors | Goal | Method used | Target Audience | Data base | Main results |
|---|---|---|---|---|---|---|
| The pedagogical practice of education physics in Brazil during the pandemic of COVID-19 | Martins et al. (2022) | Check the class schedule School Physical Education in the context of the COVID-19 pandemic from the perspective of the pedagogical practice of teachers and Physical Education teachers. | The study approach was quantitative, through research by survey (survey), so that transversal, descriptive and exploratory. | 439 Teachers | science | Students' adherence during this period was far from ideal, but it points out that the WhatsApp groups promoted closer ties between the school and the family. |
| "We have to reinvent ourselves": teachers and the teaching of physical education during the COVID-19 pandemic | Godoi et al. (2020) | Identify the challenges and learning experienced by teachers of Physical Education in Education Basic of the private network, in the period of remote teaching. | Research of a qualitative nature, used as a mediating device the focus group, investigation technique used to collect data with an emphasis on the individual while component of a group. | 5 Teachers | Capes | You challenges faced by teachers were: feelings of fear and anxiety; adaptation for classes online and the use of technologies in teaching; inhibition of students to open the cameras; find suitable for remote teaching; difficulty in assessing students; lack of support from some families. |
| Physical Education at school: teaching and learning in times of pandemic | Madrid et al. (2021) | Analyze the advances, challenges and limitations of teaching and Physical Education learning in remote teaching, in public schools. states of Paraná, before the context of the COVID-19 pandemic. | Research is of qualitative approach, case study of exploratory character. | 33 Teachers | lilacs | There have been no significant advances in teaching and learning, many students have access limited to the Internet, student participation and motivation is low, practical classes are lacking, assessments are superficial and ineffective, and teachers say they have lost autonomy. |
| School Physical Education in the pandemic context in the Municipality of Vigia de Nazaré in the state of Pará | Costa e Conceição (2021) | Analyze the implications arising from Remote Learning, in relation to the teaching of the component curricular Physical Education in times of pandemic by COVID-19. | Research was qualitative and exploratory. | 18 Teachers | Capes | The pandemic caused by Covid-19 also exposed the exclusionary and inefficient panorama of the insertion of educational technologies in the pedagogical action of Physical Education teachers, without proper structuring of schools and adequate training for this. |

**Table 2** -Demonstration of selected articles

Source: Own authorship (2022).

it as an application that fulfilled the function of exchanging information between its users - in this case, school management, pedagogical team, teachers and students. And 27 research participants used the expression "accessibility", especially when referring to students, because some were only able to access school proposals through WhatsApp. This was the case of teachers in rural areas, who teach in schools in these areas and reported that their students only had this application to access study materials. 16 teachers mentioned that WhatsApp features and/or tools had a potential that no other application at the time of the pandemic could supply.

It is observed that teachers have appropriated WhatsApp as the main tool for contacting students, perhaps because they consider the application less complex compared to other available platforms, such as: Microsoft Office 365 Education platform, Google Education platform, Moodle, among others. It is worth mentioning that WhatsApp is a smartphone messaging application and not a Virtual Learning Environment along the lines of EaD. However, schools used this tool because it was easier for parents and public-school students to access than tablets and computers (GODOI et al., 2021).

It is understood that Physical Education teachers and students had to adapt to the new teaching situation caused by the pandemic, as they needed to look for ways to use Information and Communication Technologies (ICTs) to implement their classes in a remote format, in order to maintain communication with students, since the classroom was replaced by the virtual environment.

As for the participation of students in emergency remote teaching activities in Physical Education classes, the results of the research by Martins et al. (2022) reveal that, during the pandemic, the following findings were observed: rare participation, 9.1% (n=40); low participation, 26.2% (n=115); moderate participation, 37.8% (n=166); high participation, 10.9% (n=48).

These data can be compared with the partial results of the third phase of the Instituto Península research (2020b, p. 28), which revealed that the challenges for teachers in remote teaching were: maintaining student engagement (64%), the distancing and loss of connection with students (54%), lack of training to deal with Emergency Remote Teaching (49%), lack of knowledge of ICTs (46%), lack of an adequate environment to work from home (45%), encourage parents or guardians to contribute to students' learning at home (38%), the emotional side of teachers' work, due to the fact that they feel overwhelmed and anxious, as they were not prepared for virtual teaching (34%).

On the other hand, in studies by Costa and Conceição (2021, p. 4), it was found that immersion in the "modality" of Remote Teaching and Blended Teaching allowed Physical Education teachers to leave their comfort zone and seek new ways of learning. teach, both for those with extensive teaching experience and for professionals at the beginning of their careers. It was noted, in the research, that the process of changing the face-to-face teaching model to remote teaching exposed challenges to teachers, as they had to deal with new digital methodologies, with which they were not used, in order to seek viable alternatives to transmit the contents.

Almeida and Valente (2012, p. 61) state that adapting to the use of technologies for pedagogical purposes goes far beyond the media itself: it also encompasses information, languages, cultural relations, spaces and times. This way, regardless of which platform/application was used, the teacher had the role of motivating online teaching interactions, subsidizing the conditions that carried out a collaborative education with the family and

learning, with the purpose of engaging the student in the new way. to teach.

The qualitative research by Godoi et al. (2020, p. 7) aimed to identify the challenges and learning experienced by Physical Education teachers in Basic Education in the private network, during the remote teaching period, and used the focus group as a mediating device, being an investigation technique used to collect data with an emphasis on the individual as a component of a group. The composition of the focus group group was based on the invitation sent to teachers' WhatsApp groups. The survey had five teachers as participants, and data collection was organized through an online meeting, held through Google Meet.

The study by Godoi et al. (2020) revealed that the transition from face-to-face teaching to Remote Learning triggered feelings of fear, anguish, anxiety and the need to overcome oneself on a daily basis, which was considered a challenge for teachers. The data can be compared with the survey of the second phase of the Instituto Península (2020a, p. 28), carried out in May 2020, which showed that 67% of teachers were anxious; 38%, tired; 36% bored; 35%, overloaded; and 34%, stressed with the new remote teaching routine.

The data contribute to reaffirm that teachers were distressed, tired, bored, overloaded and stressed with the new work routine during the pandemic, since teachers and schools had to reinvent themselves, having to reconcile their classes with activities of families in the same environment, to help students with their tasks. There was also a need for parents and teachers to access digital platforms so that children and students could follow classes and carry out the proposed activities. According to Barros and Vieira (2021), schools had to reinvent their teaching methods, fully adhering to digital media, which, for many, in addition to involving learning issues, brought emotional obstacles.

As for the challenges faced by teachers regarding the difficulty of evaluating and giving feedback to students in Remote Learning, the study by Godoi et al. (2020) pointed out that the main barrier was the difficulty in accessing digital technologies and the Internet, because, although Remote Learning was an attempt to alleviate the student's absence from school, unfortunately, it was unable to guarantee education in its entirety., bearing in mind that it requires technology and Internet access, and therefore did not cover all students.

The study by Miranda and Martins (2021) highlights that teachers adapted the way they evaluated their students, as they were encouraged to perform tasks without the full support of teachers, and, in Physical Education classes, adaptations were made, methods were used and strategies so that the evaluation could become a reality.

These findings demonstrate the concern of teachers to adapt assessment methods and pedagogical strategies in the face of the demands and uncertainties of the pandemic. For Baldes (2021), the biggest challenge in evaluating learning, in this context, was understanding that the evaluation process involves cognitive, socio-emotional and ideological implications that are not always understood. Thus, in view of the disastrous situation we were facing, rethinking assessment practices was essential to achieve the best results in education, because many students were excluded because they did not have access to the Internet or had limited access.

This condition imposed by the pandemic in relation to remote teaching reduced the teacher's control over the teaching and evaluation processes, as it was not possible to continuously monitor the students, since not everyone had the same conditions of access to the contents. However, some authors, in fact,

consider the evaluation one of the difficult tasks that Physical Education teachers already had to deal with in their pedagogical work (LÓPEZ-PASTOR et al., 2012).

The qualitative research by Madrid et al. (2021) was carried out in public schools in the State of Paraná with the participation of 33 teachers, who worked in the final years of Elementary and High School and taught in remote teaching. The study aimed to analyze the advances, challenges and limitations of teaching and learning Physical Education in remote teaching, in state public schools in Paraná, in the context of the Covid-19 pandemic. The results of the study by Madrid et al. (2021) point out that teachers stated that Remote Learning has low quality and excludes students from social classes with lower purchasing power. Regarding Physical Education, they highlighted that the proposal is even more limiting, since the essence of this discipline is body movement, interactivity in collective activities,

In a study carried out by Marista (2020), with Physical Education teachers, it was possible to observe effective work by some educational institutions across the country, providing activities that encouraged students to maintain a physically active routine during the pandemic period. According to the information found, these activities sought to encourage "[...] the integral development of the student, in the bias of the body in movement, with playing as an educational principle combined with training in civic, ethical and health care values, be it individual and/or collective" (MARISTA, 2020 p. 1).

This way, it can be observed that the discipline of Physical Education, like others, has its theoretical part, and this part was much more explored by teachers during the pandemic period, considering the restrictions of collective corporal practices due to social isolation. On the other hand, it was possible to observe that there were institutions that dared to seek alternatives for their students to portray the practice, encouraging them to play educationally.

Madrid et al. (2021, p. 1) also highlight that social distancing, an aspect highlighted by teachers, interfered in the teaching-learning process, since Physical Education classes are permeated by interaction between students and this is part of the essence of the discipline; however, this practice was undermined in the pandemic.

Moreira and Schlemmer (2020, p. 7), in an eminently theoretical study developed through the delimitation of fundamental concepts in the field of digital-mediated Education, write that the suspension of face-to-face activities generated a mandatory migration to the online reality, transferring methodologies and pedagogical practices, characteristics of face-to-face teaching, for what has been called emergency remote teaching. In this case, it is believed that social distancing interfered in the teaching-learning process, since students, little by little, were limited to developing collective activities.

The qualitative research by Costa e Conceição (2021, p. 5), whose objective was to analyze the implications arising from Remote Teaching in relation to the teaching of the Physical Education curricular component in times of the Covid-19 pandemic, was carried out through Google Forms with the participation of 18 Physical Education teachers belonging to the permanent and temporary staff of all public schools of Elementary Education final years and High School in the municipality of Vigia de Nazaré, in the State of Pará.

In its results, it was found that there were many obstacles to be overcome with regard to Remote Teaching. An example is social inequalities, as most students did not have access to the internet or appropriate

technology to successfully participate in remote activities, especially those residing in rural areas. Data from the year 2018 from the Brazilian Institute of Geography and Statistics (IBGE, 2018) indicated that, in the North, 77% of families outside the urban area were disconnected. This is just one of the enormous difficulties in accessing online content and teaching methodologies present in this new pandemic context.

However, other strategies were necessary, as highlighted in the studies by Godoi et al. (2021). The authors report that to assist students who did not have access to the internet and adequate equipment, teachers prepared handouts with activities and tasks that parents sought in schools so that their children could continue to study at home. It is noteworthy that this research was carried out with teachers from public and private schools. Thus, it can be seen that, for the most part, students were unable to participate in classes due to the lack of internet access during this period or because they were unaware of such tools.

It is understood that access to digital technologies and the internet during social isolation have become a basic need, especially for teachers and students. Social inequality related to digital inclusion aggravated the continuity of learning, as the main challenges faced by schools during this time of remote classes was precisely the lack of electronic devices and internet access in their homes.

In view of this, it was also evident that, during the Covid-19 pandemic, students in the North region were, in a way, more affected, since the internet in this region is still unstable and does not meet the needs of the population, according to Grossi, Costa and Santos (2013).

This way, it is plausible that digital inclusion becomes essential to reduce social disparities, both for the implementation of accessible remote education and for the transformation of the population, promoting autonomy and significant changes in society in general (GROSSI; COSTA; SANTOS, 2013, p. 82).

The results of the study by Costa e Conceição (2021, p. 10) pointed out that 56% of the teachers participating in the research in the public network, urban area, stated that they did not have classrooms with multimedia equipment to assist in their classes, but none of the schools in rural areas had multimedia equipment. 44% of the professors claimed to have it, all of them from the urban area and belonging to the private network. As for the internet in schools, 61% of respondents said that the school had internet, while 39% said that the school did not, and no public school in the rural area had internet. The data make clear the disparity between public and private schools, with public schools in rural areas having more difficulties than others.

Thus, for Antunes Neto (2020, p. 33), the pandemic and the use of remote teaching cruelly demonstrated the difficulties that schools faced for many, many years, giving visibility to educational inequalities in access to quality public education, confirming the difficulties of teachers, students and parents in the current context. The most disadvantaged in this process were the lower socioeconomic class groups, who had the school as their main safe place to leave their children to go to work. And, during this pandemic period, while the children stayed at home, they were unable to work, as well as unable to monitor and supervise the performance of tasks and video classes carried out during the Covid-19 pandemic.

Given the above results, it can be seen that the technological resources offered by public schools are different from private schools. This disparity became even more evident during the period of the Covid-19 pandemic. Thus, the results indicate that teachers found it very

difficult to teach classes during the pandemic, mainly due to the lack of technological infrastructure and internet access.

## FINAL CONSIDERATIONS

It is concluded that teachers faced difficulties due to the health requirements raised by the Covid-19 pandemic. However, it was necessary to develop new skills on other teaching methodologies, with the implementation of digital tools in their classes.

The results found demonstrate that the pandemic period demanded that Physical Education teachers make a quick decision, based on adapting their traditional face-to-face methodologies to a new teaching method, using digital technologies. Linked to the changes brought about by the pandemic, teachers' pedagogical practices were prone to several limitations, among them, the relationship between teachers and students, low student participation in classes, difficulties in handling digital platforms and access to the internet.

It is concluded that, with the pandemic period, many teachers had to adapt to the new remote teaching format, with video recording and the use of applications such as WhatsApp. Data indicate that the platforms most used by teachers to mediate knowledge in Physical Education classes during the pandemic were WhatsApp, YouTube, Google Sala de Aula, among others. The use of digital platforms for sending pedagogical activities in audio and video format was predominant. For students who did not have access to the internet, teachers made notebooks with homework to do at home with the help of their parents. Thus, the Physical Education classes were adapted according to each reality, with activities for the student to carry out individually or with a family member.

It is important to approach the subject from other scientific references, with the attempt to bring new knowledge about the pedagogical practice of Physical Education teachers, verifying the possible impacts of the pandemic on the Physical Education curriculum component, both for students and for teachers. teachers.

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