



Meanings by physical education students about inclusive/adapted practices

ARTICLE

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Abstract

The aim of this study is to discuss the meanings given to inclusive/adapted practices by Physical Education undergraduate students at a private higher education institution. The research was carried out with seven students and consisted of three main stages: 1) Survey, study and integrative literature review; 2) Field research; workshops; and semi-structured interviews. Data was analyzed using the methodological proposal of nuclei of meaning. According to the interviewees, it is through preparation - in the disciplines - that students will be able to experience inclusive/adapted activities, and the teacher is a subject who plays a fundamental role in inclusion at school, as they are responsible for mediating the pedagogical practice. The results indicate that initial training is fundamental for preparing future teachers to implement inclusive practices, although the participants report challenges and the need for more practical experience during their training.

Keywords: Inclusion. Teacher training. Physical Education.

Significações constituídas por estudantes de educação física sobre as práticas inclusivas/adaptadas

Resumo

O objetivo deste estudo é discutir as significações constituídas por estudantes do curso de licenciatura em Educação Física de uma instituição particular de ensino superior acerca das práticas inclusivas/adaptadas. A pesquisa foi realizada com sete estudantes e conduzida em três etapas principais: 1) Levantamento, estudo e revisão integrativa da literatura; 2) Pesquisa de campo; a realização de oficinas; e entrevistas semiestruturadas. A análise de dados foi realizada por meio da proposta metodológica dos núcleos de significação. Segundo os entrevistados, é por meio da preparação – nas disciplinas – que os estudantes poderão vivenciar as atividades inclusivas/adaptadas e o professor é o sujeito que exerce papel fundamental para a inclusão na escola, pois é responsável por realizar mediações que constituem a prática pedagógica. Os resultados indicam que a formação inicial é fundamental para preparar os futuros professores a implementar práticas





inclusivas, embora os participantes relatem desafios e a necessidade de mais experiências práticas durante sua formação.

Palavras-chave: Inclusão. Formação de professores. Educação Física.

1 Introduction

2

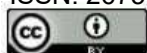
Inclusive education has gained prominence in the educational field, especially regarding Physical Education as part of the process of student inclusion. In this context, it is essential to reflect on how this area of training can effectively contribute to the implementation of inclusive and adapted practices in schools, prioritizing access to and the provision of quality education for all students (Yamamoto; Jucá; Maldonado, 2024).

However, beyond being a mandatory curricular component in basic education (Brazil, 2018), it is crucial to understand Physical Education as a training course that prepares future teachers to work in inclusive contexts. During the initial training process, undergraduate students in Physical Education are challenged to develop competencies and skills that enable them to adapt pedagogical practices and promote inclusion, recognizing diversity as an enriching element in school environments.

Given this context, it is essential to consider teacher training for inclusion in a broad sense, understanding that it cannot be limited solely to the curricular frameworks of degree programs. It is necessary to consider the dialogical relationship between the historical, social, and cultural determinants that shape teachers as individuals.

Thus, "teacher training should be understood as a continuous process in which the educational environment serves as the primary mediating and enhancing element of its activity" (Oliveira, 2017, p. 28). In this regard, it is fundamental to understand that "school learning is a process that does not end with the objectivity of the student-teacher relationship established in the classroom" (Soares; Araújo; Pinto, 2020, p. 76), but rather emerges from the multiple relationships that involve the individual in their concrete reality.

For this reason, it is indispensable to recognize that education undergoes significant transformations, especially as it consolidates itself as a space for everyone.





Consequently, the teacher training process must incorporate in its formative practices the promotion of equal opportunities for all students, addressing their abilities, needs, or conditions. This includes valuing cultural diversity and individual differences, as well as ensuring access to resources and pedagogical adaptations.

In this challenging scenario, Martins (2014) highlights the need, in teacher training, to develop a pedagogy that seeks inclusive/adapted classroom practices and complements diversified teaching methodologies, as teaching practice presupposes didactic actions by teachers concerning both content and students. Teachers are responsible for guiding the process that involves teaching, training, and learning (Pinheiro, Leonardo, & Scaglia, 2024).

Therefore, regarding inclusive/adapted practices, Blanco (2003) asserts that inclusive education requires envisioning a school in which, democratically, access and retention of all students are possible; a school where mechanisms of selection and discrimination are replaced by procedures for identifying and overcoming barriers that hinder the teaching and learning process.

This inclusive education approach, as advocated by Blanco (2003), serves as an important theoretical framework that enables a methodologically coherent reflection on the relationship between Physical Education and inclusion—a process that demands active, conscious, and engaged participation from many individuals. It is not, therefore, a solitary endeavor. For this reason, it is important to consider the challenges, perspectives, and interpretations that pre-service teachers develop in their work environments, particularly within the context of school-based Physical Education.

The objective of this study is to discuss the meanings constructed by undergraduate students of the Physical Education teaching degree at a private higher education institution regarding inclusive/adapted practices.

Above all, this study is characterized by a qualitative cross-sectional approach, research-training methodology, and semi-structured interviews for data collection. The analysis and interpretation are guided primarily by the proposed Core of Meaning





framework by Aguiar & Ozella (2006); Aguiar, Soares, & Machado (2015); Aguiar, Soares, & Aranha (2021), based on the categories of analysis, historicity, activity, and meaning.

2 Methodology

4

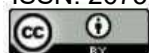
This study follows a qualitative cross-sectional research approach, interwoven with multiple meanings that reference both the singular and social historical dimensions of the researched subject. As Seabra (2001, p. 55) states, "it approaches the world of meanings, actions, and human relationships, aspects that are neither perceptible nor capturable through equations, averages, or statistics." Beyond listening and investigation, due to its involvement, this research advances through a foundation in research-training methodology.

Thus, the teacher in training is considered a subject in constant transformation, continuously recreating and redefining themselves. Consequently, this process involves investigating, understanding, and attributing new meanings to social phenomena, contributing to the enhancement of their pedagogical practice and the development of a more inclusive education (Oliveira, 2017).

According to Ibiapina (2008), when researchers align their concerns with those of teachers and understand them through critical reflexivity, they create conditions for teachers to reconsider concepts and practices, encouraging their collaboration in investigating a research subject and contributing to the advancement of teacher training.

Regarding the processes and instruments for data collection, the research was structured into three main stages: 1 – Literature survey, study, and integrative review; 2 – Field research, divided into two phases: a) conducting workshops; b) semi-structured interviews.

The research included the participation of seven students enrolled in the Physical Education teaching degree at a private institution located in the city of Icó, in the interior of Ceará, Brazil. Of these, five were female and two were male, aged between 19 and 22 years.





The criteria established for selecting participants were: 1 – students regularly enrolled at the researched institution; 2 – enrolled between the fifth and seventh semesters of the program; 3 – availability for meetings; and 4 – having started the supervised internship.

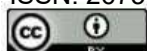
To ensure the confidentiality of the students involved in this research, fictional names were used to identify excerpts and statements from participants during the analysis. Each participant, both female and male, was assigned a distinct name. The institution was selected due to its availability, as well as the willingness of the participants.

The Physical Education teaching degree at the researched institution aims to train teachers capable of intervening in educational spaces and preparing students for professional practice. Academically, the course is structured into eight semesters. Its curriculum includes two specific subjects on Inclusive/Adapted Physical Education: "Adapted Physical Education" and "Supervised Curricular Internship IV."

"Adapted Physical Education" focuses on adapting pedagogical practices in the classroom to ensure that all students, with or without disabilities, are included in the proposed activities. Additionally, the subject covers knowledge of various types of disabilities. "Supervised Curricular Internship IV" is exclusively focused on environments dedicated to working with people with disabilities, providing students with experience or theoretical knowledge on how to work with students with special educational needs at APAE in the municipality of Icó, Ceará.

Other curricular components may address content related to Inclusive Physical Education; however, only these two were specifically designed with the sole purpose of studying the issue at hand. These workshops were developed in alignment with the two curricular components of the Physical Education teaching degree at the researched institution. However, they were not the focus of our analysis, which concentrated on the statements of the research participants regarding their experiences in the training process.

The intervention process took place through three workshops conducted by the researchers, with the following themes: 1 – Presentation of the activities to be carried out; 2 – Activities on the content of Physical Education, including tasks related to the inclusion





of students in bodily practices (games and play, dance, gymnastics, martial arts, sports, and adventure bodily practices); 3 – Adaptation of activities (content) to promote inclusion.

Each workshop lasted an average of 40 minutes. At the end of each session, to collect data, semi-structured interviews were conducted, lasting approximately 20 to 30 minutes. The entire process was recorded, and the interviews were subsequently transcribed and validated. It is noteworthy that the research was approved by the Research Ethics Committee (CEP), under the number 3.941.381, in an issued opinion.

The data analysis and interpretation will follow the theoretical-methodological framework of the Core of Meaning (Aguiar; Ozella, 2006; Aguiar; Ozella, 2013; Aguiar, Soares; Machado, 2015). Thus, "through a process of analysis and interpretation, one can move toward the most unstable, fluid, and profound zones, that is, toward the zones of meaning" (Aguiar; Ozella, 2006, p. 1260).

Considering these aspects, we understand that the meanings produced by Physical Education students can guide a reflection on the training process since "meaning is just one of the zones of sense that a word acquires in the context of a given discourse and, furthermore, a more stable, uniform, and precise zone" (Vygotsky, 2001, p. 465).

Thus, by examining the training processes experienced by the subjects involved in this study, we take into account the various possibilities of change, both in individuals and in the practices they carry out (Nóvoa, 2004).

Aguiar and Ozella (2013) describe the Core of Meaning as a way to synthesize the mediations that constitute the subject, meaning that mediations shape individuals in their way of acting, thinking, and feeling, aiming to express the core elements of the subject's essence. Advancing toward the concretely conceptualized zones of meaning, the construction of the Core of Meaning is both constructive and interpretative in understanding the relationship with reality (Aguiar; Ozella, 2013).

That said, four stages of analysis are presented. The first stage is floating reading, in which we read the information obtained in the interview. According to Aguiar, Soares, and Aranha (2021), floating reading is carried out with the intention of neither finding





something specific nor categorizing, but rather deepening the understanding of the material.

Next, we proceed with the selection of pre-indicators, gathering participants' statements as the first steps toward the systematization of meaning cores. The pre-indicators are directed toward "speech excerpts composed of articulated words that form a meaning" (Aguiar; Ozella, 2013, p. 309).

The third stage is characterized as an exercise in which the pre-indicators are articulated to form indicators (Aguiar; Soares; Machado, 2015). At this stage, through a process of back and forth, several versions were developed before reaching the final version of the indicators. The fourth stage involves the procedure of constructing the meaning cores. This stage was particularly focused on synthesis, requiring the overcoming of apparent discourse, which is detached from social and historical reality, through the "process of dialectical articulation" (Aguiar; Soares; Machado, 2015).

From these cores, the meanings attributed by students of the Bachelor's Degree in Physical Education at a private institution in the city of Icó-CE were established. We then discuss the meanings of the students' experiences in their training process, particularly inclusive/adapted practices for basic education students. Finally, we examine the significance of these experiences both within the university setting and in their roles as interns/teachers in their field of practice, whether during internships or in interventions carried out throughout their training process.

3 Results and Discussion

In this section, we will analyze our results considering the theoretical approach of the investigation, based on the theoretical assumptions of the socio-historical approach, whose critical perspective conceives humans as active, social, and historical beings, and society as a historical product of human actions. In this study, discussions will be carried out regarding the process of establishing Physical Education standards concerning





inclusive/adapted practices, considering the categories of Historicity, Activity, and Meanings.

According to Barbosa (2011), historicity is a category that studies the individual over the long term, establishing their relationships with social and cultural environments in their humanization process, which is intensified through similarities with others in a space different from everyday life.

Aguiar (2007, p. 98) states that “man transforms nature with his activity through instruments and, in doing so, transforms himself,” meaning that the subject transforms and engages in activity. The category of meaning, according to Soares (2006), considers the subject as an active being who relates to the world, which acquires meaning through affective mediations.

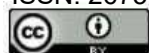
3.1 Core – I: Meanings of Physical Education Students Regarding Inclusion: Training and Possibilities

This core discusses the training process of Physical Education students concerning inclusion in pedagogical practices. It includes excerpts from students' statements about curricular components related to inclusive/adapted practices, as well as reports from supervised internships and concerns about their training processes regarding inclusion in the classroom.

This core consists of three indicators: (1) Training for Inclusion; (2) Inclusive Practices in Schools; (3) Supervised Internship and Inclusive/Adapted Practices.

The indicator "Training for Inclusion" contains meanings related to the education of future teachers, also revealing pathways regarding the importance of pedagogical practices in higher education. These practices help students deal with specific situations related to the inclusion of individuals (with disabilities) within the educational process.

Most students mention a lack of preparation in their training for carrying out inclusive/adapted activities in the school environment, even during their initial education, as we can observe in the excerpts below:





It shouldn't be just a single subject; it should start from the beginning [subjects focused on inclusion], just like some people here have already mentioned, where the lesson plan, for example, and other things are being planned with us from the start. (Paula)

It would be interesting if we could see this much earlier [adapting lessons for people with disabilities]. It's important to see it early on so that you can gain experience with students in schools. (Carla)

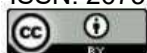
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We can infer, based on what the participants state, that the training process should occur through pedagogical practices focused on inclusion throughout the entire course, rather than in a single subject, which, in the interviewees' view, may represent an “insufficient” space for learning. In this way, Vago (2022, p. 45) advocates for “an inclusive Physical Education that embraces all people, with their bodies marked by various cultures and experiences. A physically insubmissive Physical Education that rises up against the cruelty of a brutal Brazil”.

The meanings expressed by the students interviewed lead us to understand that the subjects offered by the Physical Education teacher training course at the researched institution need to be more centralized across various educational spaces. The meanings carried by the female students focus on the fear of insufficient components for carrying out their classroom activities.

According to Marchesi (2004), teacher training needs to meet certain conditions in order to produce positive practices that promote inclusion within the school environment. We understand that teachers must be prepared from their initial training to be capable of providing quality education to students.

Still regarding teacher training and the inclusion process, we observe the statement of student Carlos: “[...] throughout the entire degree, we worked on this. It involved inclusive activities with all students, in different ways, different approaches, everything was addressed broadly.” In this excerpt, the student shows that throughout his training, he was prepared for inclusive practices in the school setting; his teachers introduced new approaches regarding the enhancement of learning in relation to inclusion issues within the school context.





In this context, Nascimento (2014) cites the initial training process as essential for inclusion to take place in the school environment, considering it concerning that schools are not offering quality education, with a practice that is more exclusionary than inclusive. This happens because a large part of educational environments does not have sufficient conditions to carry out inclusive practices within the school space, and therefore, it is necessary for schools to undergo changes, which should begin with the initial teacher training.

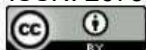
In the indicator “Inclusive practices in school”, the relevance of the teacher in motivating students about inclusion in the educational environment was emphasized. We discussed the challenges and possibilities for students with or without disabilities to feel comfortable in the classroom, in order to understand how Physical Education students are feeling in their role as teachers in this process. Regarding this indicator, student Carla says:

I do encourage [inclusion among students], but I have never worked with activities like these in the classroom [adapted activities for people with disabilities] during my interventions or internships in the school setting, because I didn't feel prepared to do so (I didn't feel prepared to carry out inclusion or adapt my activities as an intern in the classroom). (Carla).

The student states that, although she motivates inclusion among students, she doesn't feel prepared as a teacher to encourage the students. According to Mittler (2003), the inclusion process involves a reform of schools as a whole, with the goal of ensuring education that provides access and educational and social opportunities.

Thinking from a different perspective on the subject, student Vânia shares her thoughts regarding her school activities during internships. In this way, meanings and understandings were produced about encouraging inclusion in pedagogical practices within the school setting: “*I didn't get to encourage [inclusion among students], mainly because I haven't had this moment yet [having students with disabilities in the classroom].*”

From the statements above, we can infer that Physical Education students, based on their experiences in the classroom as interns, consider working on inclusion to specifically refer to people with disabilities. We can see, therefore, that it is important to





think about diversity within the school space, where there are students with distinct subjectivities, so that, for the classes to be more dynamic and inclusive, inclusive/adapted practices should occur regularly.

Pacheco and Flores (1999, p. 38) state that “[...] the professional knowledge of the teacher is not a knowledge limited in time, nor can it be considered as completed in terms of acquisition.”

Agra (2015) says that teaching processes must be directed toward inclusive education because individuals will only gain sensitivity when they experience various forms of it, understanding that education will only have the strength to combat manifestations of prejudice when the teacher is open to the diversities and differences present in the educational space.

In the third indicator, “Supervised internship and inclusive/adapted practices”, there are reports about students' lesson planning concerning inclusion during their supervised internship and whether the student/intern plans lessons with the inclusion process and adaptations in the teaching plan in mind.

In this way, planning a lesson with the intention of including the student with a disability in the teaching practice has become a challenge for some participants, as inclusive planning does not occur when there is no student with a disability in the classroom:

[...] I didn't plan my lessons thinking I would have a student with a disability or anyone else, because when it's during the internship, you get to know the class well before starting the teaching. Since I noticed that no student had any disabilities, I didn't make adapted lessons; I taught in the way I thought was right for them. (Thales).

Considering what the student said about how the teacher, in their training, plans lessons with the aim of achieving the best performance for the class, Ghedin, Almeida, and Leite (2008) report that the teacher must have the necessary conditions to understand the context of the educational process. We also notice, through the statements of the participants, that the supervised internship becomes the central axis in the academic





formation of future teachers, as it provides access to essential knowledge for the construction of identity and everyday knowledge (Pimenta; Lima, 2004).

With this in mind, it is necessary for the teacher, especially in Physical Education, to have a vision beyond just knowing how to do things; they must teach and encourage students to be creative and to cooperate with others (De Marco, 2013). Similarly, the meanings produced by the students below show the need to carry out inclusive activities for non-disabled students, as described by student Carlos: *“I’ve already carried out some activities focused on visual impairment and others for hearing impairment, and there were no students with disabilities in the classroom [...] it’s good because you work on empathy with the students.”*

Rodrigues (2006) discusses inclusion in the school context, especially adapted education, which rejects any principles of exclusion of any student within the school: “[...] inclusion implies a change in educational perspective, as it affects not only students with disabilities and those with learning difficulties, but all others, so that they can succeed in the general educational stream” (Mantoan, 2003, p. 16).

It is important to highlight, as indicated by the participants of the research, the relevance of the supervised internship, emphasizing that this period allows students to appropriate theory into practice. During the internship, students can get to know the school, understanding its objectivity, historicity, and the complexity of the processes that take place within it.

Furthermore, this experience provides a critical and reflective understanding, allowing future professionals to learn from the contradictions and challenges present in everyday school life (Pimenta; Lima, 2014). Such experiences allow Physical Education students to plan, seek, and reflect on their practice in school.

The school should aim to follow an inclusive education policy, increasing practices that value and contribute to making students active in building knowledge. Regarding the need to adapt lessons, the student Carla says:

I’ve never had experience outside of the internships [with students with disabilities], and I haven’t had the need to adapt the activities [inclusive activities]. But, on the





other hand, I know that to work with adapted activities in school, it's not necessary for the student to have specific needs. You can do adapted activities with them so that they have those experiences and see the difficulties people face in relation to this. (Carla).

13

It is evident the importance of working with inclusive activities, as this process guides the basic education student to have an experience with people with disabilities. Even if there is no frequent interaction, the experiences in the classroom make them reflect on the importance of working on inclusion within the educational environment.

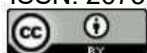
In this perspective, for Stroher and Musis (2017), the teacher's actions should highlight reflections based on the meanings and understandings that guide the students' physical practices, where they are inserted. Therefore, the teacher training process is shaped by needs that undergo various changes, and the teacher, whether in training or in practice, must be attentive to the transformation of professional development.

3.2 Core – II: The Role of Physical Education in Inclusive/Adapted Practices

In this core, we discuss the role of Physical Education teachers in inclusive/adapted practices, analyzing how students construct the idea of being a teacher and promoting inclusion in the school space. In doing so, we discuss the challenges during academic training. It is composed of three indicators: 1 – Vision and role of the teacher; 2 – Teacher in training in inclusive/adapted practices; and 3 – Physical Education teacher for inclusive/adapted practices.

In the indicator 'Vision, role of the teacher,' meanings about the role of the Physical Education teacher as a mediator of inclusive/adapted practices within the classroom are addressed. The importance of the teacher in inclusive practices and the perspective students have of the teaching role were discussed. Most of the interviewees expressed that the teacher should be a mediator for inclusion in the educational space:

I believe that the teacher, not only in Physical Education but especially in education, is the mediator in all forms for inclusive practices. (Thales)





The teacher should be the mediator, because the teacher is always seen as the holder of knowledge, and students see that. (Sofia)

The teacher should be the mediator; the issue in school is that there's even a saying that goes, 'school is the student's second home,' because it's the place where they live with others. (Paula).

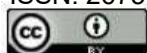
With this, we understand inclusive education as a dynamic process that involves the active participation of all educational actors, including the teacher themselves (Almeida; Friedrich, 2021). In this context, it is essential that the quality of the teacher's mediation be guaranteed, as their proper preparation is crucial for dealing with the various situations that arise in the school environment, without losing sight of their central role as a mediator of learning (Brito; Teixeira, 2020).

Speaking more broadly about the topic, student Carla elaborates on the teacher's contact with the students:

The teacher, for a long time, has contact with the student, and many times, this contact is greater than that of the family. So, working on these inclusive practices within the school, and the teacher having this awareness, is important to shape conscious individuals (Carla).

The student-teacher bond is of utmost importance for it to be possible to work on inclusion in the classroom, potentially improving their interaction. Miranda (2008) highlights the interaction between teacher and student, which transcends all professional and school limits, as it involves affection that leaves a mark for life. Therefore, seeking new methodologies and always conducting the lessons is necessary, as student Carlos says: *"The teacher always has to lead the class, giving students the opportunity with active methodologies, to realize that they are there."*

In the previous statement, Carlos addresses the importance of the teacher providing opportunities for basic education students, staying attentive to new methodologies to foster learning. He also emphasizes the need to offer diverse experiences that promote knowledge and respect among students. According to Mantoan (2003), working on inclusion within the school environment can be a way for schools to enhance their teaching, reflecting actions for all students to participate in school activities.



In the indicator “Teacher in training in inclusive/adapted practices”, we will address the fears, beliefs, and construction processes regarding inclusive practices, and whether Physical Education students feel prepared as teachers to carry out inclusive practices in their teaching field.

As we can see in Thales’ statement, in his first encounter, he feels ready to carry out his pedagogical practices (as an intern), with a perspective of including students in the classroom: *“I feel prepared [to work as a teacher], because as we are in the undergraduate course here at the university, we have the Adapted Physical Education discipline, which is specifically aimed at people with disabilities.”*

However, perhaps influenced by discussions with other students during the interviews, the subject states, throughout the workshops and research, that he is not fully prepared to carry out inclusive practices: *“If I said I was prepared, I’d be lying, because I haven’t had experience as a practicing teacher, only as an intern (the experiences in the course may become the lived experiences, and I’m not prepared).”*

By stating that he hasn’t had experience as a teacher, but only as an intern, Thales demonstrates the limitations in the intern/student’s activity. However, we consider Oliveira (2017, p. 28), who argues that “teacher training should be understood as a continuous process that must have the educational environment as the main mediating and enhancing element of its activity”. In other words, the internship should be a space that allows the student to experience the teaching activity as closely as possible to the objective reality.

Student Carla asserts that the teacher must have a background to work with inclusive practices:

[...] I believe that to work in inclusive physical education, you need to have a substantial background that isn’t just limited to seeing the practice or some theoretical activities. For me, who hasn’t had much experience in the classroom [with people with disabilities], it’s something I’m seeing now, starting now, and I don’t feel prepared to work on it yet (Carla).

She highlights that it is necessary to have experience with students for inclusion to become more frequent in the school routine. Manzini (2010) considers it essential for the



teacher to be attentive to the various spaces and people that permeate the teaching mechanisms, as this should happen during the moment of practice, where the teacher must consider the characteristics of each student.

In turn, student Sofia speaks about theory and practice, which differ at the moment of professional practice:

I don't feel prepared [to work on inclusion as a teacher], because we know that in theory it's one thing, in theory we think we'll be able to do it, but when the time comes, we don't know how to do it [carry out inclusive activities in the classroom].
(Sofia).

There is a concern in the students' statement about learning the content in theory and applying it in practice, noting difficulties in both areas. Article 10 of the CNE/CES Resolution 7/2004 (Brazil, 2004) clearly states that the training of Physical Education professionals must ensure both theory and practice as curricular components, allowing experiences in the different contexts of professional application.

According to Brzezinski (2002), the knowledge of teaching implies experience, understanding of pedagogical knowledge, analyzing the history of the students' education, which has been approached in a fragmented manner. We understand that pedagogical knowledge is essential for the teacher to share knowledge about the content, but it is necessary for the student to receive training that allows access to all situations within the school environment.

Thus, we understand that the movement of reflective practice calls for the teacher's protagonism in teaching activities. It is true, as Pimenta (2005) points out, that emphasizing the teacher's role in the educational process can lead to overvaluation of the educator as an individual. However, the author goes on to point out the overcoming of this issue.

In the third indicator, "Physical Education Teacher for Inclusive/Adapted Practices", the importance of Physical Education in the inclusive process was discussed, with most of the reports affirming the relevance of the discipline to the issue and its impact on human beings.





Student Vânia talks about the importance of practices for students to acquire knowledge on the subject: *“It’s important [Physical Education in the inclusive process] because many students don’t have the experience, and Physical Education classes are opening students’ minds regarding this.”*

In this way, Physical Education contributes to helping students understand inclusion. According to Morgado *et al.* (2017), pedagogical practices should be adapted in order to include all students, without excluding students with disabilities, regardless of their potential limitations: everyone should have the same opportunities to access various activities.

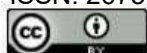
Still on these aspects, for Carla, Physical Education addresses social issues, and the teacher cannot deny the importance of the discipline in the construction of the individual:

The role of Physical Education is extremely important in this teaching and learning process because Physical Education works with many practical aspects with the students, and much more so than theoretical ones, and you are able to address things that are very social in Physical Education.(Carla).

In this perspective, for Thales, Physical Education becomes an ally in the students’ formation: *“The Physical Education teacher is one of the teachers who has the most affinity with the class, so he/she, in one way or another, even in an emotional formation, ends up becoming important in this issue (inclusion).”*

According to Brazil (2018), Physical Education is a subject that addresses bodily practices in different social configurations and meanings, understood as manifestations that enable individual expression, produced in various social groups throughout history. In this view, human movement is embedded in the cultural environment, not limited to a space-time displacement of a body segment or the entire body.

Thus, Physical Education in the school context is of utmost importance for the development of students. According to Palma and Lehnhard (2012), Physical Education provides students with greater closeness during the implementation of pedagogical practices, developing new experiences in the learners, helping them discover and develop their abilities, and thus assisting in the inclusion process within the school environment.





4 Final Considerations

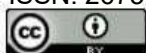
We believe that discussing the meanings constructed by students in the Physical Education Bachelor's program of a private higher education institution regarding inclusive/adapted practices, through a qualitative research-formation approach, allowed us to conduct an in-depth analysis of the experiences and reflections of participants on their academic journeys. Through workshops and group discussions, it was possible to identify both the challenges faced and the strategies that future teachers consider essential to promote inclusion in the school environment.

Throughout the research, the students expressed concern about their formative processes and highlighted the importance of the courses in the curriculum for carrying out inclusive activities in their future professional environment. They recognize that this preparation must occur from the beginning of the degree, as it is through the courses that they will be able to experience inclusive/adapted activities, diversifying their repertoires to work on inclusion in their field of practice.

However, most students expressed fear or felt unprepared to work with inclusive/adapted activities in the school space. The analysis of their statements suggests a gap between theory and practice; what seems simple in the degree program becomes challenging. However, it is important to understand that only through practice can the teacher know the objective reality of schools and students, understanding the subject as historically situated, which allows for enhancing their pedagogical activity.

Thus, it became evident that the teacher is an indispensable actor in realizing and/or facilitating inclusion in the school environment, as they perform a mediating role that constitutes pedagogical practice. In this process, the quality of the relationship between the teacher and students is crucial for the learning process and for inclusion in the school context, becoming present in the professional practice.

In this context, Physical Education, as a field of knowledge that addresses bodily practices, recognizes inclusion as an ongoing and present need. Therefore, its actions, reflections, and projects should give visibility to various bodily practices, both regarding the





inclusion of people with disabilities and the experience of people without apparent disabilities.

It is hoped that this study will encourage reflection on teacher training in relation to inclusive/adapted practices, while providing undergraduates with new experiences related to the subject. Thus, this work serves as a space for expanding, reflecting, and enhancing inclusive/adapted educational practices.

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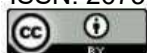
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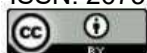
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23

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