


## PHYSICAL EDUCATION AND SCHOOL SPORTS: AUTONOMY, INCLUSION AND WELL-BEING AS STRATEGIES FOR STUDENT DEVELOPMENT

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### ABSTRACT

This article explores the role of physical education and school sports as strategies to promote students' autonomy, inclusion, and well-being, contributing to their integral development. The study analyzes how these pedagogical practices favor the strengthening of emotional, social, and cognitive aspects, essential for the formation of critical and responsible citizens. The methodology adopted was based on documentary analysis, seeking to understand the pedagogical practices and strategies related to the integration of physical education with other disciplines. The content analysis technique proposed by Bardin (2016) was used, which allowed the identification of emerging themes and categories about the influence of physical education on student development. The results highlight that school physical education promotes values such as cooperation, respect, and discipline, in addition to encouraging students' autonomy and self-esteem. Educational sports proved to be a space for socialization, strengthening bonds, and building interpersonal skills, positively impacting the physical, emotional, and social well-being of students. The article concludes that physical education plays a fundamental role in the process of integral formation of individuals, contributing to their preparation for the challenges of life in society.

**Keywords:** School Physical Education. Educational Sports. Integral Development. Social Inclusion. Student Well-Being.

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## INTRODUCTION

Physical education, as a mandatory curricular component in basic education, plays a significant role in the holistic development of students, encompassing physical, cognitive, emotional, and social dimensions (Venâncio; Darido, 2012). In the school context, physical and sports activities contribute to health promotion, socialization, and the strengthening of ethical and cooperative values, which are essential for the formation of critical and participatory citizens (Ely; Toassi, 2018). The challenges of contemporary society demand a pedagogical approach that goes beyond technical or motor development, expanding educational possibilities to foster autonomy, inclusion, and student well-being.

Educational sports, in addition to offering physical benefits, provide opportunities for the development of social skills, self-esteem, and interpersonal relationships (Veiga, 2013). Tani et al. (2013) argue that through practical experiences involving decision-making and problem-solving, students learn to act autonomously and responsibly, values that reflect in their school and social lives. In this context, the relevance of this research lies in investigating how physical education and school sports can be used as pedagogical strategies to promote the holistic development of students, considering the multiple dimensions of the educational process.

The justification for this investigation lies in the educational potential of physical education in the school environment, providing experiences that integrate the motor, cognitive, and socio-emotional aspects of students (Pasqua; Tibeau, 2011). Additionally, authors such as Venâncio and Darido (2012) emphasize the importance of inclusive methodologies adapted to the needs of students to create a welcoming educational environment where everyone has opportunities for active participation.

The problem presented is: how can physical education and school sports contribute to the holistic development of students, promoting autonomy, inclusion, and well-being? In light of this question, the general objective of this article is to analyze how physical education and sports, as pedagogical practices, can foster the holistic development of students, integrating physical, emotional, social, and cognitive aspects.

It is expected that the contributions of this study will provide theoretical and practical support for teachers and educational administrators, broadening the understanding of the role of physical education in the school environment. Furthermore, by addressing the interaction between autonomy, inclusion, and well-being, the study seeks to highlight the

relevance of educational sports as a tool for the formation of critical citizens prepared to face contemporary challenges.

## **SPORTS AS A TOOL TO PROMOTE STUDENT AUTONOMY**

Sports practice, especially in the school environment, plays an important role in the development of student autonomy. According to Venâncio and Darido (2012), educational sports provide experiences that go beyond technical learning, promoting the holistic development of young people, including cognitive, emotional, and social aspects. This allows students to take greater control over their choices and decisions, strengthening their ability to act autonomously.

Additionally, Freire (1987) emphasizes that education should be a means for the development of critical consciousness, and sports when used as a pedagogical tool, can foster reflections on citizenship, cooperation, and responsibility. Through physical and sports activities, students are encouraged to take responsibility for their learning, make decisions in challenging situations, and work in teams, which contributes to their autonomy (Araújo, 2024).

The Ministry of Education (2007), in its guidelines for school physical education, reinforces the importance of sports as a formative element, contributing to the construction of values such as respect, discipline, and cooperation, as well as promoting student autonomy. Sports practice also allows young people to develop problem-solving, planning, and leadership skills, which are essential for adult life and active citizenship (Veiga, 2013).

For Tani et al. (2013), educational sports enable students to experience situations where they can make decisions, learn to deal with the consequences of their choices, and reflect on their behavior. Through these experiences, students develop personal and social autonomy, learning to act with greater independence and responsibility in different contexts.

Another relevant point is the impact of sports on students' self-confidence. Gandra (2017) states that by overcoming physical and emotional challenges through sports practice, students build a positive self-image, which is directly related to their autonomy. Students who engage in sports activities tend to develop a greater perception of their abilities, motivating them to take control of their development, both in sports and in other aspects of school life (Machado; Gomes, 2019).

School sports can also be a means for social inclusion, allowing all students, regardless of their physical or intellectual abilities, to participate actively. Biduski et al. (2021) point out that sports practice promotes social interaction and respect for differences, strengthening students' autonomy as they deal with diversity and the challenges of life in society.

Moraes et al. (2021) highlight that sports and physical activities, such as rhythmic gymnastics and ballet, can be tools to promote student autonomy. Physical activities not only contribute to physical and cognitive development but also improve emotional and social aspects, which are essential for academic performance. In the study conducted by Moraes et al. (2021), it was observed that students who participated in guided activities showed significant improvements in both academic performance and behavioral aspects, such as attention, concentration, and discipline.

Moraes et al. (2021) used a protocol to evaluate the benefits of physical activities, such as rhythmic gymnastics and ballet, on the academic performance of female students, focusing on their academic performance in the second semester, during which they participated in guided activities. Subsequently, the results were compared with those from the first semester of 2013. In addition to academic performance, other criteria related to classroom performance, such as attention, concentration, discipline, attendance, and social interaction, were analyzed to assess learning gains.

The authors analyzed the benefits of physical activities, such as rhythmic gymnastics and ballet, on the academic performance of female students in public schools in Petrolina/PE. The results indicated that most participants showed both quantitative and qualitative improvements, demonstrating that the adoption of sports practices is highly beneficial not only for physical health but also for cognitive development (Moraes et al., 2021).

Moraes et al. (2021) emphasize that sports provide benefits not only in the realm of physical health but also in the construction of habits that promote autonomy. By engaging in activities that require discipline and coordination, such as rhythmic gymnastics and ballet, students develop self-control, perseverance, and responsibility, which are fundamental for building autonomy both inside and outside the school environment.

Pasqua and Tibeau (2011) argue that sports, through physical education classes, develop student autonomy. Physical education, by integrating elements of body culture, such as games, sports, dance, and gymnastics, goes beyond mere physical exercise. It

promotes the reconstruction of knowledge through learning and develops attitudes of cooperation, solidarity, and proactivity.

Regular and guided sports practice allows students to take responsibility for their actions, make decisions, and face challenges. This process directly contributes to the construction of autonomy, as students gain greater control over their choices and develop skills to deal with complex situations, both in the school environment and in their personal lives (Marcondes; Gruppi, 2023).

Physical education, when mediated by teachers who adopt inclusive and adapted pedagogical practices, is capable of promoting creativity, the desire for healthy lifestyles, and the development of a holistic education that encompasses cognitive, socio-affective, and motor dimensions. These characteristics make sports a factor that promotes student autonomy (Pasqua; Tibeau, 2011).

Sports also contribute to the development of autonomy by creating an environment that values initiative and proactivity, as described by Bento (2006). When physical education teachers adopt methodologies that encourage students to solve problems creatively and make collective decisions, sports become a space for active learning, where students take the lead in the educational process

Therefore, sports, in addition to promoting physical development, strengthen student autonomy by creating opportunities for decision-making, overcoming challenges, and building ethical and social values. In this way, schools, by including sports as part of their pedagogical proposal, contribute to the formation of independent, critical, and responsible citizens (González; Fraga, 2012).

After discussing the potential of sports to develop student autonomy, the next section will examine the psychological and social impacts that physical education can generate in the school environment. The analysis will advance to investigate how physical education practices influence students' emotional well-being, promoting social skills that are essential for school life and academic success.

## PSYCHOLOGICAL AND SOCIAL IMPACTS OF PHYSICAL EDUCATION IN THE SCHOOL ENVIRONMENT

When a person starts a physical activity program or a sports modality, usually in basic education, whether by necessity or conviction, the greatest difficulty they may encounter is adherence to this activity in the long term. It is widely recognized that the

beneficial effects of any continued activity to preserve and improve health depend precisely on its adoption over a long period, known as a (pro)active lifestyle. Positive and continuous motivation also has a significant effect on people, especially when it comes to the practice of physical activities in general (Baez; Stobäus; Mosquera, 2016).

Physical education in the school environment favors student socialization, providing a space for interaction among peers. According to Venâncio and Darido (2012), collective activities promoted during physical education classes enable the development of values such as cooperation, mutual respect, solidarity, and teamwork. Interaction during sports activities also contributes to the construction of social bonds, which strengthens the sense of belonging among students and improves the school environment as a whole.

Ely and Toassi (2018) observe that physical education promotes the integration of students with different profiles, expanding the capacity for coexistence in diversity. The physical education environment, which values collectivity and respect for rules, facilitates the development of interpersonal skills that are essential for life in society. Additionally, the practice of sports and group games helps reduce the social isolation of some students, favoring inclusion.

Affective circuits can contribute to enriching physical education's pedagogical practice by leveraging the affections produced in the bodily practices present in its intervention. In this way, the power of bodies would not be entirely subjected to the codes of the classes, but these powers could also make the classes opportunities for the production of encounters (Ioras; Cunha, 2022).

In this sense, rational knowledge is constituted of affective knowledge, as reason is imbued with affect and shows stronger paths. Thus, the bodies and affections involved in bodily practices would not lose their capacity to create possibilities. In this way, if the rationalization of a physical education class can increase the power of bodies, these bodies and their affections would be the conditions for a physical education that prioritizes the development of individuals' potential (Couto, 2024).

According to Ioras and Cunha (2022), physical education plays a significant role in the social development of students, offering a conducive space for interpersonal interaction, cooperation, and the establishment of affective bonds. Group activities, cooperative games, and sports practices promote socialization, communication, and respect for rules, and contribute to the construction of essential values, such as fair play



and team spirit. This environment conducive to social development also aids in the construction of important social skills for life in society.

According to Scopel et al. (2020), these activities benefit practitioners through physical exercise, such as running or jogging, improving cardiorespiratory fitness, and increasing the strength of the upper and lower limbs due to the weight of the collected waste. Additionally, physical exercise also provides psychological benefits. Regarding the environment, these actions remove waste that would take years to decompose, prevent floods in certain areas, reduce pollution in aquatic environments (rivers, lakes, and seas), and protect animals by ensuring the proper disposal of these materials.

The offer of differentiated activities that go beyond the limits of the school, with an emphasis on concepts related to outdoor bodily practices and the environment, is a current demand that contributes to the development and social behavior of students. In this context, adventure bodily practices stand out as a unique opportunity to promote not only physical health but also environmental awareness, social responsibility, and the formation of citizens more committed to ecological issues (Kochenborger, 2024).

Gigante (2021), in a study aimed at identifying the social and environmental factors that make parks more attractive for physical activity, observed that natural areas or urban spaces with vegetation offer important stimuli for this practice, bringing social, physical, and psychological benefits. The authors highlighted that these environments can be seen as outdoor gyms, and growing research has associated these spaces with the promotion of physical activity, which offers multiple advantages for well-being and mental health.

Physical education, as a curricular component in Brazilian schools, has been widely recognized not only for the development of student's physical abilities but also for the psychological and social benefits it promotes. Studies such as those by Venâncio and Darido (2012) and Ely and Toassi (2018) highlight the fundamental role of physical education in the holistic formation of individuals, aiding in the development of social, emotional, and cognitive skills, in addition to contributing to students' psychological well-being.

Regular physical activity is associated with the release of endorphins, hormones that promote feelings of well-being and happiness, as highlighted by Conceição and Eckert (2018). Participation in physical activities is also a way to reduce stress and anxiety, common among young people of school age. Overcoming sports challenges, developing motor skills, and the possibility of achieving personal and collective goals provide students

with a more positive perception of themselves (Tébar, 2023). This process directly impacts students' behavior, making them more confident and motivated to face academic and personal challenges.

Physical education also develops discipline and self-control. According to Venâncio and Darido (2012), by participating in sports activities, students learn to respect rules, deal with frustrations, and work in teams. These skills contribute not only to academic performance but also to the development of positive behaviors in other social contexts. Sports practice, when well-guided, favors the internalization of norms and the development of self-discipline.

Silva (2019) states that students who participate in physical education classes show greater capacity for self-regulation, which contributes to self-control in various situations of daily school life. Competitive and non-competitive physical activities teach students the importance of continuous effort and patience to achieve results. One of the important aspects of physical education in the school environment is its ability to promote social inclusion. Often, physical education classes provide students who do not excel academically with an opportunity to shine in another context, which strengthens their self-esteem and favors their integration into the group (Biduski et al., 2021).

Group activities allow students to get to know each other better, build empathy, and work in teams, reducing the occurrence of aggressive and prejudiced behaviors. Ely and Toassi (2018) emphasize that by promoting cooperation and mutual respect, physical education contributes to the construction of a healthier and less violent school environment.

Regular physical activity has been associated with the prevention of mental disorders, such as depression and anxiety, as well as contributing to the control of symptoms in students who already have these conditions. According to studies by Conceição and Eckert (2018), students who participate in regular physical activities show lower levels of emotional problems and greater ability to cope with stress.

Physical education also plays an important role in the formation of ethical values and the construction of a more cooperative and respectful school environment. During classes, students learn the importance of attitudes such as empathy, respect for differences, and valuing individual contributions within the group. These educational practices contribute to the creation of a culture of respect and harmonious coexistence in the school environment, where each student feels part of a collective and is encouraged to act in a supportive



manner. The construction of these ethical values, experienced in sports practices, reinforces the holistic development of students and prepares them to deal positively with interpersonal relationships inside and outside school (Cunha, 2022).

Physical education also plays an important role in promoting healthy habits, which directly impacts students' quality of life. By developing a routine of physical activities, students tend to adopt healthier behaviors in other areas of their lives, such as diet and body care. These habits, in turn, contribute to the improvement of students' mental and emotional health, as highlighted by Silva (2019).

The psychological and social impacts of physical education in the school environment are broad and range from the development of social skills to the promotion of the emotional and mental well-being of students. Physical education, when well-guided, is shown to be part of the holistic formation of young people, promoting health, socialization, discipline, and inclusion (Almeida et al., 2018).

The difficulty of maintaining an active lifestyle and the benefits of continuous physical activities lead to the socialization and inclusion promoted by physical education, and advance the psychological and social impacts of physical activities. There is a natural progression from motivation and adherence to broader emotional and social benefits, which provides an understanding of the importance of physical education in the school environment (Jesus, 2013).

Considering the psychological and social impacts that physical education can provide, we will now explore the role of this discipline as a means of inclusion and well-being for students. The next section will deepen the discussion on how physical education can foster a welcoming and inclusive environment, contributing to the reduction of school dropout rates and promoting a more positive and motivating school experience.

## PHYSICAL EDUCATION AS A MEANS OF INCLUSION AND WELL-BEING FOR STUDENTS

Physical education in the school environment has proven to be a significant ally in promoting inclusion and well-being among students. Venâncio and Darido (2012) highlight that this curricular component provides unique learning opportunities, promoting motor development, health, sociability, autonomy, and overall student well-being. This means that school physical education plays an essential role in promoting the holistic development of students, addressing not only physical aspects but also cognitive, emotional, social, and

ethical dimensions, contributing to the formation of citizens prepared for life's challenges (Ioras; Cunha, 2022).

By integrating collective and diversified practices, the discipline offers a space where students can participate in activities that value cooperation and respect for differences, promoting an inclusive and welcoming environment. As a curricular component of basic education, physical education should also introduce and integrate students into the culture of body movement, forming citizens who can enjoy games, sports, rhythmic activities and dances, gymnastics, and physical fitness practices for the benefit of the quality of life (Beggiato; Silva, 2007).

According to Beggiato and Silva (2007), the physical education teacher, within this orientation, should seek integration with the work developed in the school, placing their curricular component with seriousness and commitment to the holistic formation of the student. This teacher should be able to provide students with the means to develop their social skills, stimulating cooperation and respect during collective activities. This commitment to social and emotional development contributes to the inclusion of all students, regardless of their physical abilities, creating an environment of equality and acceptance.

The inclusion promoted by physical education is also manifested in the welcoming of students with different needs and profiles. As pointed out by Vaz Junior and Freitas Junior (2017), physical education can act as a protagonist in addressing school dropouts, contributing to motivational factors present in its practice. These practices help keep students engaged and develop resilience to face social and personal difficulties, such as work and family problems. Physical and sports activities promote integration among students from different grades, highlighting values such as cooperation, solidarity, and respect, which strengthens the sense of belonging and contributes to school retention.

According to the authors Junior and Freitas Junior (2017), physical education is seen as a discipline that contributes to the holistic development of the student, not only in the physical aspect but also in the emotional and social dimensions. By participating in cooperative and sports activities, students develop psychomotor, cognitive, and socio-affective skills that contribute to their well-being and social integration. These aspects demonstrate how physical education can be a means of inclusion and promotion of well-being, helping to address issues such as school dropout and demotivation.

Additionally, physical education promotes fundamental social skills for personal and collective development. During activities, students learn to deal with rules, respect the space and time of their peers, and face challenges as a team, strengthening cooperation and group work. These collaborative experiences create a more inclusive school environment, where students develop skills for life in society, such as empathy and collective responsibility, essential values for harmonious coexistence, and the construction of a culture of respect and healthy living.

The discipline also plays an important role in promoting students' psychological well-being, encouraging the release of hormones such as endorphins, which provide feelings of well-being and relaxation. Regular physical activity is associated with lower levels of stress and anxiety, helping students cope with the pressures and challenges of the school environment. This care for emotional well-being creates an environment where students feel supported and motivated, increasing engagement and satisfaction with the school experience.

Motivation and creativity, as emphasized by Baez, Stobäus, and Mosquera (2016), are components that contribute to the broad formation of students, helping them understand the importance of citizenship, inclusion, and other values that go beyond the school curriculum. These characteristics provide an ethical and social development that prepares students to be conscious and participatory citizens, capable of contributing to a more just and collaborative society.

The offer of differentiated activities that go beyond the limits of the school, with an emphasis on outdoor bodily practices and sustainability concepts, contributes to the social development of students. In this context, adventure bodily practices stand out as an opportunity to promote not only physical health but also environmental awareness and social commitment among students (Kochenberger, 2024). Physical education, by providing experiences that encompass well-being, health, and ethics, aids in the formation of citizens who value self-care and responsibility for the environment.

As pointed out by Ely and Toassi (2018) and Venâncio and Darido (2012), physical education is not only a space for the development of students' physical abilities but also for emotional and social aspects, promoting inclusion and socialization among students. This discipline, when well-guided, strengthens the holistic formation of young people, providing the development of social, emotional, and cognitive skills essential for coexistence and engagement with the school environment.

Concluding the analysis on demotivation and its effects on school dropout, the next topic will address how sports can be a tool to reverse this scenario. Next, we will explore how sports activities can encourage student autonomy, offering new opportunities for involvement and strengthening their connection with the school environment.

## **RESULTS AND DISCUSSIONS**

The results of the document analysis highlighted that physical education and school sports play an essential role in promoting autonomy, inclusion, and well-being among students. The pedagogical practices discussed in the analyzed documents indicated that regular, well-guided physical activities integrated into school culture contribute to the strengthening of values such as cooperation, discipline, and respect. Additionally, significant social and emotional benefits were evidenced, such as the strengthening of self-esteem and the development of interpersonal skills, which are fundamental for the holistic development of students.

Autonomy was identified as one of the main benefits associated with sports practice in the school environment. Documents such as the Guidelines for School Physical Education (MEC, 2007) and studies by authors such as Tani et al. (2013) and Pasqua and Tibeau (2011) pointed out that by facing challenges, making decisions, and solving problems in sports contexts, students develop greater independence and self-regulation capacity. Similarly, social inclusion was strengthened through collective activities, which promote interaction among students with different profiles, fostering respect for diversity and reducing social isolation.

The analysis also revealed the importance of sports as a promoter of well-being, both physical and emotional. Regular physical activity was associated with reduced levels of stress and anxiety, as highlighted by Conceição and Eckert (2018), as well as improvements in academic and behavioral performance. Moreover, studies such as those by Moraes et al. (2021) demonstrated that physical activities, such as ballet and rhythmic gymnastics, contributed to significant improvements in concentration, discipline, and classroom interaction, reinforcing the connection between bodily practices and holistic well-being.

## CONSIDERATIONS

This study reinforces the strategic role of physical education and school sports in the holistic formation of students, especially regarding autonomy, inclusion, and well-being. The document analysis revealed consistent evidence that well-structured pedagogical practices can promote broad benefits for students and the school community as a whole.

However, some limitations should be considered. The reliance on documentary sources may limit the understanding of specific practices, as it does not include the direct perceptions of students and teachers. Additionally, the pedagogical practices analyzed may not reflect the entirety of school experiences, especially in contexts with limited infrastructure or lack of adequate institutional support.

In the future, it is expected that complementary studies will include empirical methodologies, such as interviews and field observations, allowing for a deeper analysis of the perceptions of students and teachers regarding physical education in the school environment. Furthermore, it is recommended to investigate how the use of emerging technologies can enhance the impact of physical education, promoting even more inclusive and innovative experiences.

Finally, it is hoped that the strengthening of public policies and investments in the continuing education of teachers will contribute to the expansion of inclusive pedagogical practices, ensuring that the benefits of physical education and school sports reach a greater number of students in different educational realities.

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