

**LEISURE IN THE NEW NATIONAL CURRICULUM GUIDELINES FOR  
TRAINING IN PHYSICAL EDUCATION IN BRAZIL**

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**ABSTRACT:** The New National Curriculum Guidelines for Physical Education undergraduate courses (DCNEF)/Brazil, 2018, proposes a certain organization of knowledge about leisure in this specific area. Thus, this work aims to analyze the treatment of leisure in the new guidelines and in the previous, from 2004, in order to identify and reflect on the current direction about leisure in the context of professional training in Physical Education. The research is descriptive and documentary and of a qualitative nature. There was a lack of knowledge on the theme of leisure in the new guideline, mainly on the Common Stage and in Specific Training in the Physical Education - Licentiate modality. A broad debate on the new document is essential so that the importance of the pedagogical treatment of leisure in the training of Physical Education teachers is not minimized.

**KEYWORDS:** Leisure Activities. Curriculum Legislation as Topic. Concept Formation.

**O LAZER NAS NOVAS DIRETRIZES CURRICULARES NACIONAIS PARA A  
FORMAÇÃO EM EDUCAÇÃO FÍSICA NO BRASIL**

**RESUMO:** The New National Curriculum Guidelines for undergraduate courses in Physical Education (DCNEF) / Brazil, from 2018, propose an ordering of knowledge

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about leisure in this specific area. This study aims to analyze the treatment of leisure in these new guidelines and in the previous ones, from 2004, in order to identify and reflect on the current direction regarding leisure in the context of professional training in Physical Education. The research is descriptive and documentary and qualitative in nature. As a result, it is highlighted that there is a lack of approach to the theme of leisure in the new guidelines, especially in the Common Stage and in Specific Training in the Physical Education modality – Licenciante. It is also understood that a broad debate on the new document is essential so that the importance of the pedagogical treatment of leisure in the training of Physical Education teachers is not minimized.

**PALAVRAS-CHAVE:** Atividades de Lazer. Resume. Legislation as a Matter. Concept Formation.

## **Introduction**

The training in Physical Education, from the CFE Resolution No. 69/69 (BRASIL, 1969), starts to obtain a minimum curriculum, which provides the mandatory curricular components to form graduates and technicians in sports. With CFE Resolution No. 03/87 (BRASIL, 1987) the specificity of this process emerges in the formation of two distinct professionals: the graduate (working in the school area) and the bachelor (working in clubs, gyms, leisure companies, among others). This division generated several conflicts and divergences with scholars in the area, with a group of researchers defending a single training for the professional teacher.<sup>4</sup> Physical Education – that of a full licenciante degree, as there is an understanding that this teacher-professional must intervene pedagogically in both the school and non-school areas, as they are mediators of content/knowledge, being teachers regardless of their field of action.

According to Isayama (2002, p. 36), the division between licenciante and bachelor's degree led Higher Education Institutions (HEIs) to offer courses “two in one”, providing the final qualification in both modalities, also called 3+1. Thus, some

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<sup>4</sup> We will use this form of denomination teacher-professional of Physical Education to refer to both the future bachelor and the graduate, because we understand that the pedagogical approach is not only a specificity of the graduate, but also of the bachelor, that is, even with training only as a bachelor, the subject should not fail to pay attention to the pedagogical aspects, thus, he/she should not fail to place himself/herself in the position of a teacher, regardless of the environment in which he works.

courses started to offer training combined in both modalities with only one form of entry, which suggests that there would be no significant changes in the training experienced up to that moment, except for the ideological deepening of the need for differentiated training for the occupation. different fields of work (QUELHAS; NOZAKI, 2006).

With Law No. 9,131/95 (BRASIL, 1995) there is the creation of the National Council of Education and the Chamber of Higher Education, which is instituted to deliberate the curriculum guidelines proposed by the Ministry of Education and Sports, for undergraduate courses. This law supports the CNE Opinion No. 776/97 (BRASIL, 1997) which guides the national guidelines for undergraduate courses, emphasizing that they must include essential foundation elements in each area of knowledge, field of knowledge or profession, aiming to promote the students the capacity for autonomous and permanent intellectual and professional development, in addition to inducing them to implement scientific initiation programs where they can develop their creativity and critical analysis, including ethical and humanistic dimensions and expanding attitudes and values oriented towards citizenship.

In resolution 7, of March 31, 2004, which concerns the National Curriculum Guidelines for undergraduate courses, at higher level of full graduation, the skills and abilities necessary for the formation of graduates in Physical Education are separated into two categories in each training nucleus: expanded training that addresses the dimensions of human-society relationships, the biology of the human body and the production of scientific and technological knowledge; and the specific training that deals with the cultural dimensions of the human, technical-instrumental and didactic-pedagogical movement (BRASIL, 2004a, 2004b).

With the intention of bringing new support for bachelor's and licentiate's and meeting demands emerging from the realities of these areas of knowledge that prospect the changes and evolution of science and technology provided by the 21st century, the CNE created the new National Curriculum Guidelines for undergraduate courses in Physical Education (DCNEF), regulated by Opinion CNE/CES No. 584/2018 (BRASIL, 2018a) and Resolution CNE/CES No. 06/2018 (BRASIL, 2018b). The new guidelines point out that Physical Education must ensure a "[...] generalist, humanist and critical academic-professional training, qualifying an intervention based on scientific rigor, philosophical reflection and ethical conduct" (BRASIL, 2018a, p. 03). In order to ensure that the graduate has the ability to criticize the social reality and intervene academically and professionally through the manifestations and expressions of body culture in its different forms and modalities of "[...] physical exercise, gymnastics, game, sport, fighting/martial art, dance, aiming at the formation, expansion and cultural enrichment of people to increase the possibilities of adopting a physically active and healthy lifestyle" (BRASIL, 2018a, p. 03).

The great difference in the composition of undergraduate courses in Physical Education in these new guidelines is in the creation of the Common Stage, where students will join a common teaching core until the 4th Semester, and by the end of this semester they must choose whether to take the Bachelor's or Degree to continue their studies from the 5th Semester.

Thus, this work aims to analyze the treatment of leisure in the new 2018 guidelines and in the previous guidelines, from 2004, in order to identify and reflect on the current direction regarding leisure in the context of professional training in Physical Education.

### **Methodological procedures**

This research is qualitative in nature as it works with a universe of realities, values and attitudes to a set of phenomena of social reality, thinking and interpreting these actions within the lived reality (MINAYO, 2009). Two purposes are defined: descriptive, for describing the characteristics of the phenomenon relating variables (GIL, 2008), pointing out the treatment of leisure in the 2004 and 2018 regulations; and explanatory, by identifying the factors that determine the occurrence of this phenomenon (GIL, 2008) by comparing the changes between DCNEF/04 (BRASIL, 2004a, 2004b) for the DCNEF/18 (BRASIL, 2018a, 2018b). Thus, this work is characterized by being descriptive and documentary.

This research describes a brief note on leisure and recreation, relating the importance of education for and through leisure for the training of professional Physical Education teacher. Then, there will be a discussion on knowledge of leisure and recreation in the 2004 and 2018 DCNEF, equating their differences in each teaching modality, finally discussing the results obtained.

## **Results**

### **Leisure and the Double Educational Aspect in Physical Education**

In this education-leisure relationship, we can show that self-knowledge is an important process that helps subjects to identify their wants and needs, obtaining, through various experimentation of activities, the possibility of choosing how to enjoy their free time, avoiding social controls that may cause your personal fulfillment not to be established. With this knowledge, the subject engages socially and politically, exercising their citizenship, demanding their right to leisure.

In the pedagogical treatment of Human Motricity, Motor Education or School Physical Education, Marcellino (2012, p. 03) points out links with the double educational aspect:

1) as an object, (education for leisure), in the perspective of drawing attention to the importance of leisure in our society (given its still little social resonance) and initiating the specific cultural content (physical-sports), showing the relationship with others; 2) as a vehicle (education for leisure), working the contents experienced by leisure, based on them, seeking to overcome conformism, criticism and creativity; and 3) as content and form, in the development of classes, seeking to incorporate, as much as possible, the playful component of culture.

The author also reports that leisure can be related to sport-participation or leisure sport and even with high-performance sport<sup>5</sup> (from a double perspective: education for and for leisure), developing training that seeks to incorporate the playful component of culture; as a spectacle, where the spectator has the sport as leisure, forming the knowledge of a critical and creative spectator without difficulties in appreciating the sport spectacle in its beauty and meaning.

The relationship between Physical Education and leisure has its approximations through physical-sports activities, which as one of the cultural contents of leisure, need to emphasize that this is not the only facet to be observed in discussions involving the treatment of the interconnection between these two fields of studies (MARCELLINO, 2010).

Leisure has an educational function that is materialized through two educational aspects: leisure as a vehicle of education, which occurs during activities in the context

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<sup>5</sup> Tubino (2001) presupposes the linking of sports practice to the set of social rights of the contemporary subject, who in the search for new relationships between existing sports knowledge and the demand for new knowledge and ways to exercise the right of everyone to practice sports, through of the three sporting manifestations that are ways to exercise this right and which are constituted by: a) Sport-education: sport as a school manifestation, with an educational foundation that must have in its pedagogical performance: social interaction, psychomotor development and educational physical activities; b) Sport-participation: it is the practice with the principle of playful pleasure, which aims at the social well-being of its participants; c) Performance or performance sport: carries with it "[...] the purposes of new sporting successes, the victory over the opponent in the same codes and is exercised under pre-established rules by the international organizations of each sport" (TUBINO; 2001, p . 40)

of leisure – education for leisure; and leisure as an object of education, that is, education for leisure, which can occur during classes at school, for example, and also during leisure time activities (REQUIXA, 1980). Education through Leisure is important in the use of activities performed in free time, as an auxiliary instrument of an educational scheme, exemplified by a subject who participates in various cultural leisure activities and always suffers from motivations that encourage him to seek more knowledge (REQUIXA, 1980).

Educating for leisure favors the use of the potential of activities in the context of leisure by working on values, behaviors and behaviors, becoming a space for problematization where the subjects involved can re-elaborate their views on reality; not only for the spontaneity in performing these bodily practices, but obtaining discussions that make them reflect on the decision-making process (MELO; ALVES JUNIOR, 2012).

Therefore, the importance of education through leisure lies in the structural basis that favors the creation of critical and creative attitudes in the full experience of leisure in the lives of subjects. Regarding education for leisure, it can be said that the processes of formal and non-formal education are present for many years in the lives of subjects, having the ability to form the identity of the subjects and provide a foundation for their values and knowledge that they will be taken into their relations with the whole society.

It is noteworthy that in school (formal education), we find a space that makes the training of subjects essential, giving them conditions to promote fundamental conditions for development. It provides students, through leisure education, at the time of classes, to obtain knowledge and skills that benefit the experience of their free time in a more creative way, with the expansion of their knowledge about themselves and the social context in which they live (COSTA, 2008).

With the learning of cultural leisure content, a relationship between the various cultural interests is obtained, and the subjects involved in this teaching-learning process have the opportunity to distinguish their predominance, having their choices and options respected (TENÓRIO; SILVA, 2012), mainly due to the attribution given to physical-sports content, which can expand the repertoire of experiences and possibilities of activities so that the student has a diversification in favor of the enjoyment of their free time.

For the leisure education process to be effective, it is necessary for the teacher to know and disseminate its meaning, realize its importance, encouraging participation and mediating knowledge that enable development and contribute to the improvement of the subjects' lives (MARCELLINO, 2010). Therefore, it is necessary to spread the meaning and importance of leisure, discussing and disseminating to future teachers about educating for leisure, helping students to meet their personal and social needs. With this knowledge, teachers will be able to provide different subjects with access to knowledge about leisure and, in particular, Physical Education teachers, knowledge about the physical-sports content, encompassing the elements of body culture.

### **DCNEF and the Treatment of Leisure and Recreation in the Training Process of Physical Education**

Among the different perspectives of Physical Education, the one that proposes a foundation based on Social and Human Sciences is body culture<sup>6</sup>, represented by a dialectical relationship between practice, science and philosophy (BETTI, 1998),

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<sup>6</sup> Among the various terms that emerged after this view, such as movement culture and movement body culture, this study follows the use of body culture that, according to Bracht (2005), already brings the specificity of Physical Education and that the word “movement”, when it does not have a deep reflection, can lead to a mechanistic and decontextualized characterization, as culture is the basis for reflecting on the socio-historical contextualization in the relationship between Physical Education, nature and knowledge.



evidently having the need to insert the sociocultural character where it exercises over the subjects the construction, transmission and teaching of their knowledge in the possibility of transforming social reality (DAOLIO, 2004).

Body culture is mentioned in the description of the DCNEF/04 (BRASIL, 2004a), and in this document Physical Education has three interdependent dimensions, described as: a) Dimension of the practice of physical, recreational and sports activities: the subjects' right to know and access the cultural manifestations and expressions that historically constitute Physical Education, being themed in its different forms and modalities of body culture<sup>7</sup>; b) Dimension of study and academic-professional training: contemplates the qualification and qualification of subjects for academic-professional intervention in the social reality through body culture, in a way that expands and enriches people's culture by promoting the possibilities for adopting a physically active and healthy lifestyle; c) Dimension of professional academic intervention: referring to the political-social, ethical-moral, technical-professional and scientific practice of the graduate in Physical Education, so that it is able to diagnose the interests and needs of the subjects, performing various actions that act in exercise programs and physical, recreational and sports activities, in addition to the aptitude for participation, advice, coordination, leadership and management of multidisciplinary teams for discussion and operationalization of public and “[...] institutional policies in the fields of health, leisure, sport, education, safety, urbanism, environment, culture, work, between the direct and indirect affects to the practice of exercise and physical, recreational and sports activities” (BRASIL; 2004a, p. 08).

Based on these dimensions, DCNEF/04 characterizes Physical Education as a:

[...] area of knowledge and professional intervention whose object of study and application is human movement, focusing on the different forms and

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<sup>7</sup> Games and playful activities, sports, dances, gymnastics, fights and rhythmic and expressive manifestations.

modalities of physical exercise, gymnastics, game, sport, [...], **leisure**, management of undertakings related to physical, recreational and sports activities, in addition to other fields that provide opportunities or will provide opportunities for the practice of physical, **recreational** and sports activities. The purpose is to enable people to access this cultural heritage, understood as an inalienable right of every citizen and as an important historical heritage of humanity and of the process of construction of human individuality (BRASIL, 2004a, p. 08-09, emphasis added).

Thus, as can be seen, the DCNEF/04 (BRASIL; 2004a) establish a generalist, humanist and critical training, while the DCNEF/18 (BRASIL; 2018a) include a “general training” in the Common Stage and in the Specific Training in Bachelor’s Degree.

The DCNEF/18 (BRASIL, 2018a) do not declare the dimensions of knowledge for general education, however, it is based on the legal theoretical framework of the same text as the DCNEF/04 (BRASIL, 2004a) on the dimension of the study and the academic-professional training to determine the basis for the graduate's intervention. It is pointed out in Art. 3 of DCNEF/18 (BRASIL, 2018b, p. 02), that the development of academic activities has as an object of study and application of human motricity or human movement and body culture, focused on the various forms and modalities “[...] of physical exercise, gymnastics, game, sport, fights and dance, aiming to meet social needs in the field of health, education and training, culture, high performance sports and leisure”. Even with a smaller range of description in the areas of intervention of graduates in the characterization of Physical Education, the DCNEF/18 (BRASIL, 2018a, 2018b) maintain that training encompasses the fields of professional activity in school and non-school. Another point to be highlighted is the presentation of leisure as a field of activity for graduates in both DCNEF.

The DCNEF/04 (BRASIL, 2004a) preserve the general lines of CFE Resolution No. 03/87 (BRASIL, 1987) which sets the minimum content and duration to be observed in undergraduate courses in Physical Education (Bachelor and/or Full Teaching License). However, in this guideline there is no exact discrimination between bachelor

and licentiate degrees, dealing in general with the formation of graduates in Physical Education.

The main agenda of the DCNEF/04 (BRASIL, 2004a, 2004b) is based on the National Curriculum Guidelines for the Training of Teachers of Basic Education at higher level of the degree courses in full graduation, established by Resolution CNE/CP No. 01/2002 (BRASIL, 2002), failing to provide further information on the formation of the Bachelor of Physical Education. It appears that due to this lack, the DCNEF/18 are justified by the indispensability of new legislation that may favor:

[...] the evolution and incorporation of technology tools and other current specificities in the academic training of physical education professionals who will work in a world of work that increasingly demands a professional profile that responds to the challenges of contemporary societies , incorporating a more in-depth view of the country's social problems, adequately contemplating health care and education, which values training aimed at the Unified Health System (SUS) and training teachers in all areas of professional activity (BRASIL, 2018a, p. 02).

This excerpt of the document requires reflection. Here, health must be understood as a transversal dimension and the professional teacher's attention, whether at school work or in the context of leisure, which means that the content to be addressed in professional training should not be reduced or directed to the dimension. In our view, this would be, in our view, a step backwards in the context of discussions on the training of professional Physical Education teachers. The SUS here is an example of the role of professional Physical Education teacher, of how health and leisure, for example, can be the focus of the action of professional Physical Education teacher, but in our view, the discussion about health should not be isolated and also not restricted to the SUS. The relationship between health and leisure can be thought of in different environments: in Physical Education at school, at the club, at the gym, etc. However, the document makes no reference to this, and may generate restricted interpretations of health as an axis unrelated to leisure, for example.

In the new guideline (BRASIL, 2018b) it is determined that competences, skills and attitudes in training in Physical Education must reach the following professional profiles: the Bachelor of Physical Education will have a general, humanistic, technical, critical, reflective and ethical training, qualified for a professional intervention based on scientific rigor, philosophical reflection and ethical conduct in all fields of professional intervention in Physical Education, except teaching in Basic Education; and the Graduate in Physical Education who will have a humanist, technical, critical, reflective and ethical background, with qualification for professional intervention based on scientific rigor, philosophical reflection and ethical conduct in teaching, that is, teaching the curriculum component Education Physics, referenced by the National Council of Education's own legislation, specifically, Resolution CNE/CP No. 02/2015 (BRASIL; 2015).

In DCNEF/04 (BRASIL, 2004b) there is a treatment of skills and abilities that the graduate must have in full graduation in Physical Education, in this part of the document, leisure is mentioned among the various types of knowledge that the future professional must have when end of their training (Table 1).

**Table 1: Qualifications and Skills for Leisure in DCNEF/04**

Type of Knowledge	Qualifications and Skills
<b>Leisure</b>	To intervene academically and professionally in a deliberate, appropriate and ethically based way in leisure in relation to health issues. To participate, advise, coordinate, lead and manage multidisciplinary teams for discussion, definition and implementation of public and institutional policies in the field of leisure. To plan, prescribe, teach, guide, advise, supervise, control and evaluate projects and programs of physical, recreational and sports activities from the perspective of leisure.

Source: Adapted from Brazil, 2004a.

The new DCNEF/18 (BRASIL; 2018b) divide Physical Education training into two stages: the Common Stage, which will have a nucleus of general training studies in the area of Physical Education; and the Specific Stage, where there will be specific training with students having access to specific knowledge of the chosen area (bachelor's or full teaching license degree). Thus, a “single ticket” will be established, opting for training in the specific area desired at the beginning of the fourth semester, where HEIs can choose to establish the bifurcation according to the student's interest, or the institution itself can establish the criteria for how this bifurcation will occur, but having the obligation to present them in advance (BRASIL, 2018b), with the permanence of the issuance of two different diplomas, as established in DCNEF/04 (BRASIL, 2004b).

According to CONFEF (2019), Higher Education Institutions (HEIs) can only offer a specific stage, but the Pedagogical Course Project (PPC) must include both training courses to guarantee the student's choice according to DCNEF/18 (BRASIL, 2018b). In Art. 5, item II, § 3, the text of DCNEF/18 (BRASIL, 2018b, p. 03) indicates this understanding: “the integration between the specific areas will depend on their own procedure and on the institutional curricular organization of each HEI [...]”, vetoing “[...] the elimination of themes or contents related to each of the specific areas indicated”.

In Art. 13 (BRASIL, 2018b) on Specific Education in Licensing, a doubt was raised about the term “integrating activities”, which apparently appears as an expression that replaces the use of “complementary activities” used in DCNEF/04 (BRASIL, 2004a, 2004b).

For further reflection on this relationship between knowledge of leisure and graduate training, in Art. 25 (BRASIL, 2018b), where the general guidelines are

explained, these integrative activities must be inserted in the PPC of the HEIs, obtaining "real practices articulated between the education, health, sport, leisure systems and institutions offering physical activity [...]" providing experiences that ensure the deepening and diversification of studies, experiences and the use of resources.

This new regulation puts an end to the minimum curriculum, but attributes to the IES to prepare its PPC in accordance with the curriculum guidelines. When dealing with themes and contents related to each modality, it is important to emphasize that the themes are established through the guiding axes that must have relevance amidst the diversity and flexibility in the elaboration of this PPC, without disregarding the reality and social situation of each region.

In the specificity of the Common Stage, the DCNEF/18 (BRASIL, 2018b) exposes the knowledge necessary for teaching-learning of this period with biological, psychological, sociocultural scopes applied to Physical Education and human movement, ethical and procedural issues for professional intervention.

Instrumental and Technological Knowledge stands out, which has the applicability of research and study techniques with knowledge, planning techniques and academic work development, bibliographic survey techniques, where it is believed to be part of the curriculum of any level course superior, possessing "[...] reading and documentation techniques; instrumental computing - spreadsheet, database; communication techniques and lay and scientific expression and others) [...]", where even emphasizing the applicability to the area of Physical Education, it makes clear a compensation for the deficit related to Basic Education of undergraduates.

When seeking to relate the Common Stage with the specific knowledge of leisure, there is no description of the themes and contents in the teaching-learning process of this stage. Only in Art. 7th it is described that "having completed the

Common Stage, the (a) graduating (a) student will proceed to the specific formations in bachelor's or full teaching license". In the Sole Paragraph of this article it is pointed out that "the graduate of the course must articulate the knowledge of Physical Education with the axes/sectors of health, sport, culture and **leisure** and those of teacher training" (BRASIL, 2018a, p. 08, emphasis added).

A point also to be debated, is the speech about the continuation to the specific formations that should be described as bachelor's and/or licentiate's, since the "graduate student must articulate the knowledge [...]" does not make clear about how the articulation of knowledge about leisure will occur for a student who chooses to attend a bachelor's degree and what knowledge will be available to those who choose a bachelor's degree.

In Specific Formation in Bachelor of Physical Education, in Art. 18 of DNE/18 (BRASIL; 2018b) there is the determination of the mandatory workload, where the course must be designed, planned, operated and evaluated, in order to qualify graduates to:

[...] professional intervention in sports training, physical activity guidance, physical preparation, recreation, **leisure**, culture in physical activities, physical, postural and functional assessment, management related to the area of Physical Education, in addition to other fields related to practices of physical, **recreational** and sports activities; aiming at the acquisition and development of the following knowledge, attitudes and professional skills [...] (BRASIL; 2018b, p. 05, emphasis added).

Still on the Bachelor's Degree, in Art. 18 of DCNEF/18 (BRAZIL; 2018b), various knowledge, skills and competences that the graduate must have in this specific training, with various placements in the field of leisure, are described: Being able to intervene academically and professionally in a reasoned, deliberate, planned and ethically guided way in the field of culture and leisure; Participate, advise, coordinate, lead and manage multidisciplinary teams for discussion, definition, planning and implementation of public and institutional policies in the field of leisure; Diagnose the

interests, expectations and needs of each and every subject, with the ability to plan, prescribe, guide, advise, supervise, control and evaluate projects and programs of physical activities and/or sports and/or culture and leisure ; and Culture and leisure: culture and leisure policies and programs; culture and leisure management; biological, psychological, sociological, cultural and pedagogical dimensions and implications of leisure; objectives, contents, methods and evaluation of Physical Education projects and programs in culture and leisure.

Starting with the Specific Formation of the Graduate in Physical Education, some aspects are considered in Art. 09 (BRASIL; 2018b), highlighting the need to value the principles that favor the improvement and democratization of education, providing everyone with the right of access; the freedom to learn, teach, research and disseminate culture, thought, art and knowledge; the pluralism of pedagogical ideas and conceptions; democratically managed public education; respect and appreciation of ethnic-racial diversity, among others. In this teaching modality, the DCNEF/18 (BRASIL; 2018b) aim to refer to the CNE legislation, giving greater flexibility to HEIs in the composition of their curricular components, in order to respect national diversity and pedagogical autonomy, however, it should guarantee some syllabus: Policy and Organization of Basic Education; Introduction to Education; Introduction to Physical Education at School; Didactics and teaching methodology of Physical Education at School; among others specific to the educational area and pedagogy. What is surprising and striking is that in the formation of graduates in Physical Education, there is no mention of leisure or recreation as knowledge, skills and/or competences that graduates must possess.

Each HEI is responsible for formulating its PPC, and they will decide whether the studies aimed at leisure in the Specific Training of the Bachelor's Degree are



relevant to be integrated into the contents applied in the Specific Training in Licensing, through integrative activities.

In a comparison between the DCNEF/04 (BRASIL, 2004a, 2004b) and the DCNEF/18 (BRASIL, 2018a, 2018b), considering the professional profile as the support for the development of skills, attitudinal and cognitive skills necessary for the graduate, the DCNEF/18 (BRASIL, 2018b) deal with greater emphasis on skills and competences, especially the Specific Formation of the Bachelor's Degree, lacking a greater detail on other necessary characteristics, mainly in the Specific Formation of Bachelor's Degree. An example of this note is in the description of the purpose of the academic-professional profile, which in DCNEF/04 (BRASIL; 2004a, 2004b) report the critical analysis of social reality, being able to intervene academically and professionally through manifestations and expressions of body culture for the formation of the two forms of formation; while in CNE/CES Resolution No. 06/2018 (BRASIL, 2018b) this qualification is found only in Specific Education in Bachelor's Degree, being described only in the Legal Theoretical Framework of Opinion CNE/CES No. 584/2018 (BRASIL, 2018a).

The DCNEF/18 (BRASIL, 2018a, 2018b) do not portray skills and competences related to recreational activities in a broader way, placing them only as one of the possible interventions in Specific Formation in Bachelor's Degree. Nor does it provide guidance on other fields that generate the opportunity for action and intervention, in opportunities to carry out recreational practices. This is a worrying fact because historically recreational activities have meant the practice of activities related to popular games and games, but without a contextualization of their origins in popular culture, for example. The fact of associating skills and competences related to these activities to the bachelor's degree in Physical Education may mean a setback to the vision of the

traditional professional of leisure, whose direction is to conduct activities without contextualization or reflection on their meanings. This view is still present in some courses today, according to previous research, Vieira Júnior (2020) analyzes two courses in the Northwest region of São Paulo with the specificity of Physical Education - Licentiate degree, based on the 2004 guidelines, which is revealed in the curricular analysis of such courses. courses a view close to the traditional professional with regard to leisure and recreation, lacking a pedagogical and educational discussion about these themes.

It is estimated that with the new 2018 guidelines, it may be even more difficult to break with the tradition of treating leisure in Physical Education courses, and may even affirm the meaning of leisure and recreation contents as mere activities to be experienced for occupy people's free time, so that they accommodate themselves in the context of capitalist societies. In this line, the potential of leisure education in Physical Education classes, the integration with health and the pedagogical treatment of knowledge related to leisure and recreation and its potential to be a way to make the subjects review concepts and values.

Melo (2003) emphasizes that experiences play a fundamental role in the process of reflection and consolidation of consciences, so that there are no empty speeches of consistency and incoherent when necessary, the representations in relation to the lived reality. During the period of schooling, the opportunity to experience and discuss these cultural diversities in favor of the addition of values and representations that the Physical Education teacher can contribute to the lives of these students.

In the specificity of Physical Education, the classic contents of leisure studies should not be overvalued during the training period of these teachers, however, they should clearly configure for students their possibilities of action and intervention, a

central aim of the curricular component that addresses leisure in this teaching-learning process (MELO, 2003).

With the educational nature of leisure, through education for leisure, the experiences carried out at school, in the classroom, seen from a critical view of leisure, may enable the construction of attitudes, values, actions and reflections, so that subjects will be able to appropriate this knowledge and transform their free time. Remembering that each subject will have experiments, according to the reality in which they live. The bodily practices that they will experience during their schooling period are part of the cultural content of leisure, which through leisure education will enable subjects to obtain valuable contributions in favor of a better life.

When pointed out by Isayama (2002), that the curricular components about leisure and recreation in the training process in Physical Education are summarized in a repertoire of activities with games and games, we must have the understanding of Melo (2003), that this “practical part ” should not be eliminated, but rather conceptualized, implemented and articulated with theoretical understanding, so that these future teachers can understand the basic principles that will characterize their actions and interventions in a qualitative and socially engaged way, in a path of learning and living about the theme of leisure.

Other points to be highlighted are in Art. 7, Single Paragraph of the Common Stage, where the graduate must articulate the most varied knowledge with leisure and in Art. 25, paragraph b, where leisure must obtain real practices articulated with education, health and sport. This generates inconsistencies, as in these stages specifically, there is no exploration moment about leisure knowledge.

## **Final Considerations**

In this research, we sought to analyze the treatment of leisure in the National Curriculum Guidelines for undergraduate Physical Education, comparing 2004 and 2018 regulations. There was a predilection of knowledge about leisure to Specific Training in Bachelor's Degree. One of the possibilities of this occurrence may be the “false view” that leisure is a given social phenomenon and that it is not the object of pedagogical treatment, therefore, it should not be part of the knowledge discussed and dealt with in the school environment. This de-characterizes and minimizes the importance of education for leisure as an action that enables subjects' access to experimental/living knowledge of body culture and reflections on the meanings of these contents.

The importance of leisure in the training of licensed Physical Education teachers highlights the notoriety of a thorough understanding of the history, characteristics, concepts and educational processes of leisure, so that they can allow students to have an effective pedagogical practice, built on diversity cultural that we have, seeking not only a better quality of life, but also social inclusion and dealing with cultural differences expressed through the body.

Knowledge of this theme favors a transforming role of the most diverse social strata, facing leisure as a possibility of cultural recovery that enables democratic sociocultural activities and strengthens the social and formative potential of leisure.

Formal education has been present in the lives of individuals for many years and through it there is an influence on the formation of the subjects' identity, their values and knowledge built inside and outside the school.

The school is not the only space with possibilities to contribute to education for leisure, but it constitutes a privileged place for the development of these educational actions through the various cultural practices experienced daily, capable of expanding

the leisure experience of students, developing their autonomy and criticality and taking such experiences to their lives beyond the school wall.

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