

SOCIAL REPRESENTATIONS OF PEDAGOGY STUDENTS ON THE CURRICULAR COMPONENT PHYSICAL EDUCATION

Abstract

Physical Education (PE) in higher education has a practical sporting character, in order to provide students with a diversity of activities, aiming at increasing their knowledge about the body culture of movement. In this sense, this study aimed to apprehend the social representations of students of the Pedagogy Course of the State University of the Southwest of Bahia (UESB) on the curricular components EF (Elementary School) I, II and III. This is a descriptive-exploratory study with a qualitative approach. A semi-structured interview was conducted with 38 students from the UESB Pedagogy Course, and the results were analyzed using the content analysis technique. After the analysis of the manifest contents, the units of analysis were grouped into 3 categories that express negative representations of university students about the curricular components in EF I, II and III, namely: Teacher Disengagement; Absence of the Importance of EF I, II and III; and Academic Obligation. This way, we concluded that the curricular components, as presented, solidified the social representations of the students, so that they present, in their manifestations, several aspects that reveal that sometimes the curricular components were not treated with the relevance they should have been, negatively influencing students' representations.

Keywords: *Social Representations. Students. Physical Education.*