

**SCHOOL PHYSICAL EDUCATION AND CELL PHONE: MOVING THE
ENTIRE BODY OR ONLY THE FINGERS?**

*EDUCAÇÃO FÍSICA ESCOLAR E O CELULAR: MOVER O CORPO TODO OU
SOMENTE MEXER OS DEDOS?*

Recebido em: 13/10/2020

Aceito em: 30/11/2020

JEDERSON GARBIN TENÓRIO¹

VINÍCIUS APARECIDO GALINDO²

MAURÍCIO MAIA³

¹ *Rede de Ensino de Mato Grosso, Membro do Gelc – Unimep Cláudia-MT- Brasil.*

² *Centro Universitário do Norte Paulista – Unorp, São José do Rio Preto-SP-Brasil.*

³ *Centro Universitário de Jaguariúna – Unifaj - Centro Universitário Max Planck
Unimax Campinas-SP-Brasil.*

Autor correspondente:

JEDERSON GARBIN TENÓRIO

E-mail: jederson.21@hotmail.com

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RESUMO

Este estudo tem como finalidade uma discussão acerca das implicações para a Educação Física (EF) escolar do uso exagerado do aparelho celular na contemporaneidade. O aparelho celular tornou-se uma ferramenta “quase” indispensável na vida das pessoas. Essa dependência do aparelho modifica modos de convivência das pessoas de todas as idades. Como procedimento metodológico desenvolvemos uma pesquisa bibliográfica eminentemente qualitativa tecendo um diálogo com as observações empíricas. Consideramos que o celular se manifesta como algo que pode tencionar com as aulas de EF, que se propõem a valorização à um estilo de vida saudável. Esse tema trata-se de um problema recente para a Educação e para a EF, sendo necessário um enfrentamento de comportamentos relacionados com a vida moderna que atrapalham o ambiente escolar.

Palavras-chave: Educação Física. Celular. Não-Participação.

ABSTRACT

This work aims to propose reflections on the implications of habits related to technology, especially the use of cell phones, in Physical Education (PE) classes. The cell phone has become an “almost” indispensable tool in our lives. Depending on the device, it has modified the coexistence and interactions of people of all ages. As our methodological procedure, we developed a mainly qualitative bibliographic research, aiming at a discussion with empirical observations. We considered that the cell phone is an obstacle for PE classes, which are aimed at promoting a healthy lifestyle. This topic is a recent issue for Education and PE, and it is necessary to address behaviors related to the modern life that hinder the school environment.

Keywords: Physical Education. Cell phone. Non-Participation.

INTRODUCTION

In the last decade, teachers of Middle and High Schools, have perceived an increased lack of interest in activities proposed in the classes occurring simultaneously to the increased access students have to cell phones,¹ the Internet, and electronic games. Additionally, we verified permissiveness by parents and guardians regarding the excessive use of this device in the daily life of children and teenagers. It is possible to observe that students are connected to that device for long periods of time. In many cases, permissiveness also affects schools and their managers regarding the fact that classes require this “modernity”, and students should not be prevented or thwarted when they have those devices with them or use them, since it is a technological resource and/or tool present and necessary in the 21st century. Students are often using cell phones (to send messages, watch videos, trade information) in squares, sidewalks, and other public locations. When they are at school, they often need to be called to participate in in-person PE classes, since they quickly go to the bleachers to use their devices, missing the proposed activities and causing a conflict of interests between “classes vs. cell phones”. In the states of Mato Grosso and São Paulo, for example, Law No. 10,232 (MATO GROSSO, 2014) and Law No. 16,567 (SÃO PAULO, 2017), respectively, prohibit the use of cell phones in schools due to the occurrence of use with no pedagogical purposes in teaching facilities.

Behaviors and attitudes deemed traditional in the school environment have recently been modified, and PE classes – previously the favorite class of students who could not wait for the day of the classes because they could play games and have fun – is currently a type of “escape” from the school routine, and students can now do absolutely nothing or, for example, use the cell phone with no educational purposes.

This is the issue of this discussion, which is part of our teaching reality. According to Ferrazo (2007, p. 80): “[...] we are always soul searching, searching for our life stories, our ‘places’, both when we were students and now as teachers[...]. In the end, we are all researching ourselves, we are all our theme of investigation” (free translation).

For Harvey (1989), the society of “disposal” represents throwing not only values away, but also lifestyles and stable relationships. In this regard, this acceleration of exchanges took a toll on subjects’ regular day-to-day experiences.

We will not delve into a conceptual discussion between the terms cell phone “dependency”, “excessive use”, and “disorder”. We will rather consider them synonyms in this work. It is important to emphasize the assumption that the democratization of access to a cell phone and to the Internet by the entire population has consequences, such as a weakening of pedagogical processes with an increased overuse of that device. Brunhs (1999) emphasizes that coexistence, communication, and friendship have been slowly

¹Mobile device, cell phone, smartphones, mobile phone are synonyms in this study.

placed in the background by mankind with the inclusion of elements brought with the quick urbanization. Thus, according to Libâneo (1994), the educational process has always been socially contextualized, and there is a subordination to society that establishes political, economic, and cultural interests. It is important to note that social relationships within society are not permanent and static; they can be transformed and re-signified.

After perceiving these issues, our analysis is directed to PE classes considering the values and knowledge that are “connected” in broader aspects within the school and modern society.

METHODOLOGY

For our methodology, we conducted a bibliographic survey on the topics (whether separate or together): “school Physical Education”, “Cell Phone”, “Lack of Interest”, and “Excessive Use”, with some authors in mind, such as Harvey (1989), Betti (2003), Nabuco (2008), Nagumo (2014), Soares and Câmara (2016), and Tenório and Carvalho (2019), characterizing predominantly qualitative research. In this stage, since this is bibliographic research, we considered the ideas of Severino (2007, p. 122), who describes it as: “[...] the one based on available records, arising from previous research, in printed documents, such as books, papers, dissertations, etc.” (free translation). This bibliographic survey is the basis for the discussion of the investigated issue and for the construction of the theoretical framework on which some considerations are based. -

The purpose of the bibliographic research is to access the scientific productions available on a certain topic, characterizing a type of analysis that corresponds to qualitative research. For Minayo (1994, p. 21-22), this type of research:

[...] is concerned, within social sciences, with the level of reality that cannot be qualified. In other words, it works with the universe of meanings, reasons, aspirations, beliefs, values, and attitudes, which correspond to a deeper space of relationships, processes, and phenomena that cannot be reduced to the implementation of variables. (free translation)

Regarding the treatment of the works that were references for this study, it was based on the guidelines for reading, analysis, and interpretation of texts, according to Severino (2007).

In the second stage of the study, we compared the existing productions to our daily school life, specifically PE classes, by making observations aimed at the purposes of the topic at stake. For Minayo (2001, p. 35): “The scientific method enables the social reality to be reconstructed as an object of knowledge, through a categorization process (with specific characteristics) that dialectically joins theory and empirics” (free translation).

The theoretical framework of this study is based on Education and PE authors. The bibliographic survey occurred from May to September 2019.

Cell phone and behavioral changes

With the beginning of the Industrial Revolution in the 18th century, we experienced changes arising from the technological progress that brought new social habits and lifestyles, limiting workload, and representing major possibilities of use of the available time.

The capitalist model brought, consequently, the acceleration of the merchandise and consumption flow, emphasizing the volatility of work processes, fashion, ideas, and leisure (HARVEY, 1989). These characteristics of the modern world clashed with experiences deemed common, which were changed by experiences often related to the superfluous and the ephemeral.

According to Rigoni, Nunes, and Fonseca (2017, p.128): “We are constantly bombarded by images and texts that educate our bodies and mobilize us in the sense that we try and reach aesthetic standards promoted as superior and necessary” (free translation). This idea is reinforced by Harvey (1989), who clarifies that signs, images, and discourses are propagated as merchandise, leading subjects to suffer a “bombing of stimuli”, causing people to be always in contact with innovative products. This process causes a feeling of joy with the acquisition of a new product, inducing the accelerated disposal of consumer goods. Being within a beauty standard or having certain merchandise may be a requirement for affirmation within a group, status, and self-realization, even if it is constantly necessary to acquire more and more goods and services.

Confirming the idea that we live “ephemeral moments”, Bauman (2001) reinforces the perspective of a new contemporary trend, named “Liquid Modernity”, based on an existing social instability that makes references to the context presented herein, in which the “liquid” refers to modern subjects, who must adapt to fast changes, not fixating on the moment and the environment, being constantly prone to changes, only filling in the moments.

The communication systems, including cell phones, are channels that connect to social media, in addition to retailer websites, games, several applications, etc. “Every day, a new technology arises in the market, transforming how we access information and especially the way we communicate with others” (free translation) (RIGONI, NUNES, and FONSECA, 2017, p. 128). We cannot deny they are important, but we will discuss herein the essentiality of these accesses at all times.

These technological tools take plenty of time in the subjects' routine, both as an option for work and cultural content for leisure. Cell phones are considered, by youngsters, a type of bridge in the search for social belonging; and, at the same time, they indicate social differences, which end up clashing with institutions that were deemed traditional until then, such as family, religion, and school. Consequently, some values, rules, and habits become fragile.

The figure below includes some of the behaviors that are commonly seen in social environments.

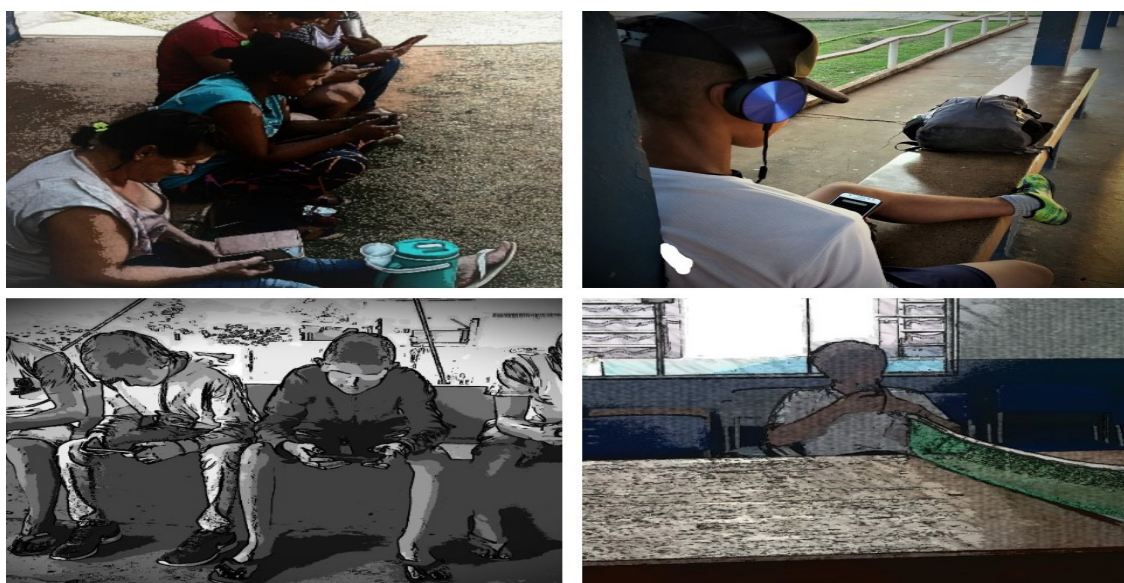


Figure 1: subjects using the cell phone to the detriment of dialogue and the company of others

It is worth mentioning the cell phone is a modern invention, with an increasing popularization and use with Internet access among the population all around the world. The cell phone has become a (non-)essential² object for people since it enables the performance of several tasks that were previously performed with separate objects and in separate locations, for example, photographic camera, television sets, newspapers, computers, GPS, air conditioning controller, flashlight, bank branches, post office agencies, clothing stores, cafeterias, search engines, etc.

TIC Domicílio (2017), in a survey assessing the use of information and communication technologies in Brazil, indicates that 83% of the Brazilian population has a cell phone, and among these, 92% of households have the device in their residences. About 65% of young adults between 10 and 15 years old have had access to a cell phone. The age group that has used the Internet through the cell phone the most was young adults between 16 and 24 years old, by sharing content (81% of that age group).

²Possibly due to the crisis caused by COVID-19 in 2020, the cell phone became a vital tool to communicate with acquaintances, access information and services related to meals and medicine, among others. Nevertheless, we mean to defend that, in social dynamics, this device should not be considered irreplaceable to the point that subjects disregard face-to-face communication with people as to value the use of social media, for example.

Brazil has about 236,229,884 cell phone lines,³ i.e., there are more cell phones in the country than inhabitants, which shows that the device has a major relevance in our lives.

Soares and Câmara (2016) concluded, in their investigation, that teenagers spend more than half their day connected to the Internet, basically using the applications WhatsApp, Facebook, and Instagram, or playing online games.

Especially in High School, based on the characteristics of adolescence, students become more autonomous and slowly “let go” of family authority, paradoxically having to engage in social activities that, until then, were not a part of their daily life. According to Dayrell (2003, p.43): “[...] each one builds oneself and is built as a subject: a single being that owns the social aspect, transformed into representations, aspirations, and practices, which interpret and give meaning to their world and their relationships” (free translation).

Currently, there are also challenges and tension in the school routine, in the rules of the institution and how the teacher conducts the process, often circumventing any prohibitions of the school hierarchies. Students express some behaviors that result from the context, and these environments (family, friends, and religion) can cause effects on the learning process aimed by the school. “However, the more decisive is the influence of the context in which the media is received, the poorer the environment in which children grow up, and the greater the fear of the phenomenon of passivity” (free translation) (BETTI, 2003, p. 50).

Since the cell phone conveys a typical language of the mainstream media, the way subjects interact with the device generates predominantly superficial, fragmented, and partial learning often connected to political and commercial interests. Due to the quick conveyance and receipt of information in cell phones, we can notice that youngsters cannot differ quick information from the acquired, full knowledge, therefore, processing only information of interest and within common sense.

According to Betti (2003, p. 38): “[...] the image directly addresses the concrete powers of presence in the world, sensibility, imagination, and passion, which immediately react to the requests made” (free translation). Images and languages used by the media promote awareness and emotion, causing a major impact compared to a written text. “We have verified as disturbing, in the present and partially, the over appreciation of image, iconography, media, and film approaches to the detriment of content, words, and their meanings” (free translation) (SILVA and SANTOS, 2013, p. 66).

The dependence on the use and the way these devices are used affect school and, consequently, the learning process, with obstacles to be overcome due to the existence of a virtual environment that may be opposed to the real environment.

³Information obtained from the website: <http://agenciabrasil.abc.com.br/geral/noticia/2018-03/cai-o-numero-de-linhas-de-celular-em-operacao-no-pais>. Retrieved on: September 22, 2018.

Interestingly, we easily verified that plenty of students who are sometimes in a lower social class have the latest generation smartphones purchased with much effort by their guardians. Simultaneously, the same students have difficulty performing group works, keeping their homework up to date, and organizing their study material.

The youngster in High School is an individual living the generation of technology, speed, and fluid economic, social, and cultural relationships. These youngsters reach High School pervaded with experiences lived outside the school. Their devices, which make calls, play music, login to social media, and take photos, re-signify social spaces, and address the relationship between school and youngsters in the current society. These are the same youngsters that currently and often are not sure (or clear) about their futures (free translation) (BUNGENSTAB, 2017, p. 65).

Logically, the language established with the receiver is strongly mediated by the visual appeal, symbols, and signs, composed of colorful letters, sounds, attractive figures, favoring better attention by whoever visualizes the message, giving the impression that the subject is before news and surprises. We present some “plots” and “elements” that assume the approach to the issues related to non-participation in classes with the use of the mobile device below.

Cell phone and non-participation in Physical Education classes

PE is the main subject that focuses on the body and the movement, contributing to the adoption of a more active lifestyle by exploring physical and sporting contents, i.e., in terms of teaching, PE classes appropriate the contents of the so-called body movement culture and is therefore viewed differently from other subjects in the school curriculum. According to Betti (2003, p.19): “physical education also provides to students, as other components, a certain type of *knowledge*. However, this knowledge cannot be incorporated separately from concrete experiences” (free translation).

Nevertheless, although PE is most students’ favorite subject (BETTI and LIZ, 2003), it needs to preserve the specificity that seeks the participation of students in experiential activities from a critical perspective.

Withdrawal or lack of interest by students regarding PE classes increase upon the beginning of adolescence and, according to Darido (2004), there is a gradual increase in the withdrawal by students in experiential PE classes in final Middle School grades, therefore, this is a major issue in High School. This phenomenon may be strictly related to the access students have to their cell phones. We also observed that Middle School students have scarcely used this device, which can affect how they appropriate the class, generating an increa-

sed number of students that do not participate in experiential classes in last year of Middle School. According to Tenório and Lopes da Silva (2013, p. 73-74): “[...] we understand as a non-participation of students in classes the behavior in which students are present, but not participating in the activities proposed by the teacher, or only watching other students participating” (free translation). This is because, in other subjects, when students are sitting down at their desks, such behavior seems less noticeable compared to PE classes.

In recent years, we have noticed an exponential increase in the number of students who refuse to compete, for example, in inter-class games and sports events that used to be a reason for joy and satisfaction for almost all students not so long ago.

Restlessness, as well as the teacher’s incentive for everyone to interact with the classmates, should be constant in PE classes and other subjects. Bungenstab (2017, p. 150) describes an attitude observed in his field of research: “One of the mechanisms that the teacher used in order to increase the student’s participation in class was the evaluation: in addition to having to hand in written assignments, participating in all classes was also a method of evaluation” (free translation) (BUNGENSTAB, 2017, p. 150). Obviously, classes should be a space for challenges and news, but it is important to understand that High School students present strategies to “escape” from a more effective involvement in class by sitting on the bleachers, going to the bathroom, drinking water, or even “scrolling” on their cell phones.

Tenório and Lopes da Silva (2015), upon an investigation of the senses and meanings of students not participating in PE classes, considered that they enjoyed the time and space of the classes, but it did not mean that they valued the subject because they use that time to use their cell phones, chat with their friends, leave the classroom, etc.

Among the difficulties currently faced by PE professionals, we identified the attachment to new technologies that cause a discouragement regarding the activities proposed. We seek to highlight such a dilemma in the figure below:

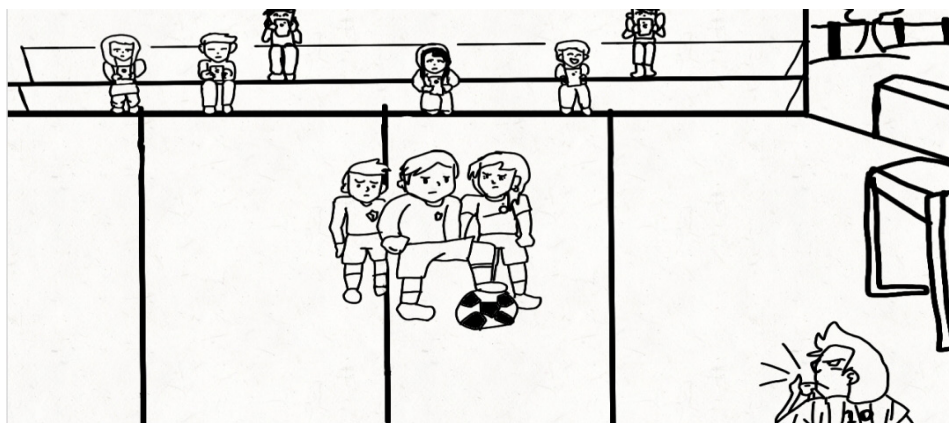


Figure 2: Representation of teenagers’ attachment to their devices and the “clash” with PE classes.

The use of cell phones is a symbol of the absence of movement, bad posture, indi-

vidualist conducts, etc. Kim, Kim, and Jee (2015, p. 203) investigated 110 Chinese students living in Korea and highlighted that: “[...] participants with a high-risk dependence on smartphones had a significantly lower average of walking steps and calories consumed per day” (free translation). The authors also highlight that the relationship between the use of cell phones and the physical activity is a recent phenomenon, with a consequential loss of physical health.

Accordingly, there is a clash with the subject’s purposes of enabling students’ access to knowledge so they can have autonomy concerning physical and sporting activities in their free time (DAOLIO, 2006). In the same sense, Betti (2003, p. 19) reiterates: “Thus, we understand the main task of physical education in school is to introduce and integrate the student to the body movement culture...” (free translation).

The Information and Communication Technologies (ICTs)⁴ must not be disregarded in the teaching process; however, they should not be predominant tools. Additionally, the use of TICs (including cell phones) does not need a pedagogical mediation or intervention by the teacher.

The introduction of new content and technologies in education has similarities with the movement *Escola Nova* (New School, in free translation), which was a major influence on the pedagogical practice in Brazil, even nowadays, although the ideas have initially arisen in the country in the 1920s. “The theories and practices of the *Escola Nova* program spread to many parts of the world, which is certainly the result of a general renovation that valued self-formation and spontaneous activities for the child” (free translation) (GADOTTI, 1993, p.142). This assumption aimed at making classes meet the expectations of students, highlighting the selection of content provided to students, considered to be agents of learning, who choose what they would like to learn. The issue with this theoretical perspective is that, when translated to the school environment, the practice is fragmented and restricted, with consequences such as a lack of intervention, causing a lack of learning by students. In this case, liberty implies that students do not have a reference to a pedagogical process mediated by the teacher.

Given this situation and the changes in society that tend to permeate over to the school, it is necessary that the teaching process is marked with an appreciation of the relationship between the teacher and students, and that the school is not reduced to and seduced by social trends, considering that the school is committed to providing an access to historically built systemic knowledge. As clarified by Nóvoa (2007):

⁴For Oliveira, Moura, and Sousa (2015, p. 77), the TICs are defined as “[...] a set of self-integrated technological resources that, through software and telecommunications, provide the automatization and communication of the business processes, scientific research, and teaching and learning” (free translation). We understand that the cell phone is a tool for direct relationship regarding TICs when they are used pedagogically in the school environment.

Traditional pedagogy was based on knowledge and conveyance of knowledge. The greatest breakthrough caused by modern pedagogy was placing students at the center of the system. (...) It is not a matter of focusing on the school or knowledge, as claimed by traditional pedagogy, or on students, as claimed by modern pedagogy, but on learning (free translation) (NÓVOA, 2007, p. 6).

The school must not lose focus on the mediation of systematic content, with the proper pedagogical approach, considering that the adoption of technologies is not capable of promoting the autonomy of students. Luckesi (1994, p. 115) considers that: “In pedagogical praxis, the teacher is the one who, having acquired the level of culture necessary for the performance of their activity, gives the direction to teaching and learning” (free translation).

Therefore, an effective class participation is meaningful when subjects experience content, interact, and move, and it is irrelevant when they only observe their colleagues or occupy a virtual environment sitting on the bleachers using their cell phones.

For PE classes, nothing can replace experience – “moving” – i.e., the possibility that subjects participate in body movement activities. The specificity of the movement in PE classes is the paradigm of the area, and it has also made the area historically valued by students and the school community (DAOLIO, 2006), which shall not be put in second place after the appearance of new technologies and habits.

Due to the meaning of entertainment and leisure, several youngsters state that the new media also takes time. Long hours talking with friends online, browsing the Internet, or playing online games lead students to stay a major amount of time performing few physical activities... (free translation) (BARCELOS, 2010, p. 195).

When subjects connect to the Internet through their smartphones, they can enter a virtual environment that often does not correspond to their day-to-day experiences. In this context, youngsters build social dynamics, resulting from the use of the cell phone, which contributes to the formation of identities pertaining to the juvenile culture, with specific signs and symbols other than the formal language taught at school, for example. This language extrapolates writing, being also a part of body language, which involves a system of symbolic representation.

This is because the overuse of the device, according to Nabuco (2008, p. 161), has the following consequences: “[...] ceasing of accomplishing schoolwork, ceasing of playing with friends, difficulty to stop the use, restlessness for not being able to play, low self-esteem, and dissatisfaction with daily life” (free translation). Given the foregoing, we try to present in the scheme below the differences established between the virtual environ-

ment and the real environment, which can be rejected by students when they are faced with schoolwork requiring effort.

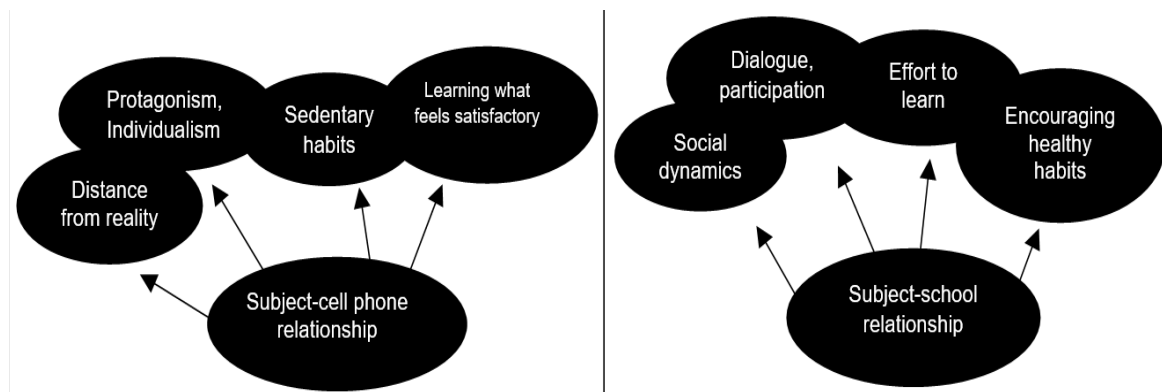


Figure 3: scheme comparing the virtual space and the school education space.

Although PE has a less rigid time/space in the school curriculum (CRUZ de OLIVEIRA, 2010) and the class must be taught potentially in the game court, it is still possible for teachers to exercise their authority and for the class to be a favorable moment for the student's participation. How come students do not participate in classes but enjoy playing soccer on their cell phones or video games? Therefore, the teacher must require participation to insert students in activities. Snyders (1978, p.8) considers that: "[...] *the abdication of the master* makes students the victims of established stereotypes and provokes a certain indifference towards the teaching contents and its force of truth condemns students to an inevitably passive skepticism..." (emphasis by the authors) (free translation).

In the literature, we found some reports and rituals in PE classes with the cell phone as the pivot that triggers expectations and behaviors in the school environment in a dialogical relationship outside school. While inserted in the educational environment, Ribeiro (2016, p. 114) described:

The scenario was drenched in lack of initiative and interest by students, and almost all of them had a cell phone, and a significant portion had headphones. Others wanted to leave the class, both Physical Education classes and other subjects, with requests to go to the bathroom or to talk to a colleague or teacher (free translation).

In the same sense, other research brought observations developed by Mariano, Miranda, and Metzner (2017, p.8):

[...] it is common for some teenagers not to participate in Physical Education classes, i.e., many prefer using the classes to sit on the bleachers or any other space in school accessing the Internet over their phones, listening to music, chatting, etc. (free translation).

Note that the term cell phone appears in recent productions conveying the need of effective pedagogical intervention, since youngsters are using their time in a futile manner, with videos, social media, and music videos in the time/space that should be of school learning, clashing with school content. This hypothesis is verified with students who participate less in PE classes:

“[...] the interviewees use the space and time of the class for activities other than the experiences proposed, such as: talking to friends, scrolling their cell phones, talking to the teacher or in pairs by the side of the court” (TENÓRIO and LOPES da SILVA, 2017, p. 79). (emphasis by the authors) (free translation).

Data indicate that the withdrawal, lack of interest, “connivance” by teaching institutions in prohibiting and rephending the use of those devices collaborate with the technology to end up clashing with the enthusiasm and curiosity for new school content, for the formation of a learning subject. These facts meet the field descriptions of Bungenstab (2017, p. 149): “Female students, on their turn, almost did not participate in the classes and were restricted to their small conversation groups, always accompanied by their cell phones, electronic devices, or exercises from other subjects” (free translation).

We evidenced a discouragement of studies by students that browsed for hours, had little sleep, and consequently focused their “energies” and expectations on the contact with the device. This hypothesis applies when, especially during the last five years, we had the opportunity to question parents during meetings or report signatures about the routines of students with low productivity. The complaint is almost always the same: students spend hours in front of the computer or the cell phone. Children are alone at home because their parents work all the time. Parents have decreased authority before the minor, especially when the child is raised by grandparents, uncles, aunts, or another close relative.

We understand that the school should not deny culture, expectations, and valued habits to the student; however, it is necessary to re-signify the dominant culture, changing values associated with consumerism, social status, and individualism, clearly seen, and developed predominantly in social media, also caused by fads, and focus on the moment.

This contemporary individual, on their own, in front of the computer or cell phone, can quickly move and own knowledge that previous young generations did not have. Through this frame of mind, today’s young adult seeks “to be young” and live as such, less as a group, a community, and more based on consumerism and individual responsibility (free translation) (BUNGENSTAB, 2017, p. 54).

Accordingly, building knowledge occurs in this context in which the student is inserted or not, considering that there is a higher level of prominence in social spaces, leisure, work, and school.

In this regard, the overuse of the cell phone nowadays affects school, going against the purposes of the subject. Some defend the fact that schools should consider the cell phone a learning tool (CORRÊA and HUNGER, 2017; COLLELA, 2016), following the proposals and discussions on digital culture. Additionally, the National Curricular Common Core (Base Nacional Comum Curricular - BNCC) (BRAZIL, 2017) guides on the exploration of the content “Electronic Games” in 6th and 7th grades with one of the following purposes: “Experimenting and enjoying, inside and outside school, several electronic games, valuing and respecting the senses and meanings attributed thereto by different social and age groups” (free translation) (BRAZIL, 2017, p. 233).

However, it is important not to believe that teachers are conveying knowledge merely by meeting students’ appeals, forgetting that the learning content must be the focus of the pedagogical process.

Therefore, we initially observe that PE classes have more interaction and participation when students are required to experience the content with their bodies, leaving the “escape” techniques aside, among them the use of the cell phone, which, in fact, contributes to the lack of attention, comfort, individualistic attitudes, and especially negligence towards the educational environment. Logically, the cell phone can sometimes be a tool to explore a greater variety of content more quickly, but such practice must be an exception, not the norm. Some developed countries also include, in their curriculums, the implementation of the use of this tool, with the proper conduct aimed at optimizing learning, rather than as a mere accessory with no educational purpose.

Reprehending the use of cell phones, considering that most youngsters predominantly use it when they have the time available, is a responsibility of the school and the teachers, clearly showing that the class is a place to produce the knowledge proposed by the teacher with interactions by the students.

Pedagogical experiences using the cell phone as a learning tool that contributes to the development of the activities proposed during the classes may be found in works such as the ones conducted by Carvalho *et al.* (2019), Oliveira (2018), Tenório (2018), and Mendes and Pires (2009). These works bring methods based on research-action models or participant research in which the researchers seek matching theory and practice, being active agents in the educational process.

This is just an example of how to handle the “responsible” use of the cell phone with the conduction of the teacher. To paraphrase Snyders (1993, p. 144): “Mass’ culture

(...) is not the final stage to which I hope to conduct the students in ‘my’ school (...)” (free translation).

In addition to reflecting on the need for the learning environment to be favorable to the development of systemic knowledge, a balance between satisfaction and joy at school is required, overcoming fads, and yet valuing the responsible use of pedagogical tools that may be used wisely and the prominence of teachers.

FINAL REMARKS

When we refer to knowledge and educational practices, some characteristics, tools, and methods should not be rigid pedagogical actions due to several factors involved in the learning process of the subjects, but new teaching strategies, or adopting new pedagogical arrangements are necessary, aiming at promoting significant learning with some sense and meaning through the dialogue and reflection, making learning attractive to the student, sharpening the curiosity and interest in all spheres of the human being.

Logically, it is virtually impossible to prevent the school from disregarding the impact factor of the means of communication and the subjects’ access to the technological world. However, the curriculum of primary education needs to be based on some topics and behaviors to be re-signified with critical knowledge.

When some new methods and tools tend to cause a loss of focus on the content, in the case of the relationship between PE classes and the use of smartphones, reality must be faced more restlessly. We also know that the device enables more and more functions in peoples’ lives, such as listening to the radio, watch television, pay for payment slips, etc. However, we cannot accept that relationships, dialogues, and experiences are replaced as something normal, causing people, values, and friendships to be put in second place.

One of the purposes of PE classes is support to healthy behaviors in and outside school through the experience of body movement, clashing with the habits of the urbanized society, which overuses cell phones, considering such as device a priority.

The topic explored in this study needs other contributions for being a recent, recurring issue in daily school life and in social dynamics.

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