



THE GENERAL COMPETENCES OF THE PHYSICAL EDUCATION BNCC AND THE POSSIBILITIES OF KNOWLEDGE

AS COMPETÊNCIAS GERAIS DA BNCC DE EDUCAÇÃO FÍSICA E AS POSSIBILIDADES DE CONHECIMENTO

LAS COMPETENCIAS GENERALES DE LA EDUCACIÓN FÍSICA BNCC Y LAS POSIBILIDADES DE CONOCIMIENTO

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ABSTRACT: The article in question sought to discuss the general competences of the federal normative document called the Common National Curriculum Base and brings experiences of pedagogical practices that seek to achieve these competences. Methodology: The method adopted was qualitative with document analysis. Results and discussion: The study concludes that with the general competences the Common National Curriculum Base brings advances towards providing students with minimal knowledge at the national level, respecting and valuing the differences according to each region, considering the needs of current society and focusing on the new generation of students. Conclusion: General competences enable teachers to help students in the teaching-learning processes in cognitive, psycho-socio-emotional aspects, construction of values and worldviews, which helps in the development of a critical and active student towards society in various everyday situations. Faced with cultural, racial, economic, political, social, religious issues, the understanding is that students understand their duties, their contributions and their importance as a citizen in the society in which they are inserted

KEYWORDS: National Common Curriculum Base. BNCC. Physical education. General skills.

RESUMO: O artigo em questão buscou discutir as competências gerais do documento normativo federal denominado Base Nacional Comum Curricular e traz experiências de práticas pedagógicas que buscam atingir essas competências. Metodologia: O método adotado foi qualitativo com análise documental. Resultados e discussão: Conclui-se com o estudo, que com as competências gerais a Base Nacional Comum Curricular traz avanços no sentido de proporcionar aos estudantes conhecimentos mínimos em nível nacional, respeitando e valorizando as diferenças de acordo com cada região, considerando as necessidades da

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sociedade atual e com foco na nova geração de estudantes. Conclusão: As competências gerais possibilitam que os professores auxiliem os estudantes nos processos de ensino-aprendizagem nos aspectos cognitivos, psico sócio emocionais, construção de valores e visões de mundo, o que auxilia no desenvolvimento de um estudante crítico e ativo perante a sociedade em variadas situações do cotidiano. Diante de temas culturais, raciais, econômicos, políticos, sociais, religiosos, o entendimento é o de que estudantes compreendam seus deveres, suas contribuições e sua importância como cidadão perante a sociedade em que está inserido.

PALAVRAS-CHAVE: Base Nacional Comum Curricular. BNCC. Educação física. Competências gerais.

RESUMEN: *El artículo en cuestión buscó discutir las competencias generales del documento normativo federal denominado Base Curricular Nacional Común y aporta experiencias de prácticas pedagógicas de los docentes de Educación Física que buscaban alcanzar dichas competencias. Metodología: El método adoptado fue cualitativo con análisis de documentos. Resultados y discusión: El estudio concluye que con las competencias generales la Base Curricular Nacional Común aporta avances en dotar a los estudiantes de conocimientos mínimos a nivel nacional, respetando y valorando las diferencias según cada región, considerando las necesidades de la sociedad actual y enfocándose en la nueva generación de estudiantes. Conclusión: Las competencias generales capacitan a los docentes para ayudar a los estudiantes en los procesos de enseñanza-aprendizaje en aspectos cognitivos, psico-social-emocionales, construcción de valores y cosmovisiones. Lo que ayuda en el desarrollo de un estudiante crítico y activo ante la sociedad en diversas situaciones cotidianas, frente a cuestiones culturales, raciales, económicas, políticas, sociales, religiosas, que son parte de las discusiones, entendiendo sus derechos, deberes, aportes y su importancia como ciudadano en la sociedad en la que se inserta.*

PALABRAS CLAVE: Currículo de Base Nacional Común. BNCC. Educación física. Habilidades generales.

Introduction

For decades, Physical Education was grounded in the area of Biological Sciences. Known as gymnastics, when brought to Brazil, it underwent several modifications, such as: sports, the mechanization of exercises; the fragmentation of knowledge; the psychobiology; until it was questioned, and the Human and Social Sciences fostered debates about the area (GIMENEZ, 2004). From that, it was sought the basis in Sociology, Anthropology, Psychology and Cultural Studies.

Nowadays, Physical Education is based on assumptions of Body Culture, which involves practices of sports, fights, gymnastics, dances, games and jokes, leisure and other body manifestations. From this perspective, the view of instrumental Physical Education starts to be questioned, reconfigured, and importance is given to the cultural, political, and social context





in which it is inserted, promoting reflections on what is taught, how it is taught, for what it is taught, and to whom it is taught, as well as its purpose.

The curriculum component Physical Education has also been influenced by the discourses and relationships that are present in the school environment, as well as suffered the effect of power relations of the structured society and this reverberated in its field of study and, as a result, the transformations that would occur inside and outside the school (SILVA, 2011).

Considering the school context and the out-of-school context, it is a fact that Brazilian society has undergone political changes that have reflected in the field of education. With the *impeachment* of President Dilma Rousseff in 2016, the Temer government took the political front of the country, and with that, new measures were approved, which included the homologation of the third and last version of the Common National Curricular Base (BNCC). This document became normative and mandatory and contributed to restructure Brazil's education system.

The BNCC was prepared with the help of experts in their respective areas and contributions were received in public hearings in the five regions of the country. This document also had the opinions online through the website, which resulted in a total of more than 12 million contributions. The approved version, the elementary school proposal, was approved at the end of 2017, and calculated a period of two years for schools to adapt their respective curricula to the BNCC in force (BRASIL, 2018).

Regarding its organization, it is considered that the BNCC corresponds to a progress towards a systematization of the contents in Basic Education, when compared to previous documents, such as the National Curriculum Parameters. This finding is in line with Sacristán (2000, p. 199-200, our translation), when he states, "the plan is an element for the coordination of the parts, but at the same time planning becomes an activity separated from the process of its execution in practice: those who plan think that some do and others act according to the previous plan".

It is pertinent here, the commitment that the BNCC brings with equity and the reduction of educational inequality, stressing that there should be an equal minimum level of access to education for all students, and this is a relevant advance. It also brings the essential learning, which are expressed in 10 general competencies, which define the citizen we want to train and guide the education we want for everyone. This is the concept of competence that the document defends:





In the BNCC, competence is defined as the mobilization of knowledge (concepts and procedures), skills (practical, cognitive and socioemotional), **attitudes and values** to solve complex demands of everyday life, the full **exercise of citizenship** and the world of work (BRAZIL, 2018, p. 8, our translation, our emphasis)

According to the document, the evaluative aspects present an expanded understanding of education, representing the three dimensions of content brought by Coll *et al.* (2000), which are: conceptual (what one should know); procedural (what one should know how to do); and attitudinal (how one should be).

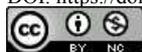
In general, the 10 competencies guide the pedagogical work in each subject, but the document does not express such relations in its practice. Therefore, the following question arises: How can the generic competencies be developed in pedagogical practice in Physical Education classes?

Considering the above, the objective of this study was to present a discussion on the approximations of the BNCC general competencies to the pedagogical practice in Physical Education classes. For this, we used the method of analysis of the BNCC document (2018) and the search for articles in the area of physical education, with search engines: physical education, BNCC and general competencies.

This article contributes to the academic area, as it was noticed a scarcity of studies that discuss the generic competencies in Physical Education. Authors such as Souza, Saitsu and Gimenez (2018), Neira (2016) and Moreira (2000) suggest that more studies should be done, aiming to legitimize that pedagogical practices meet the student so that he/she understands the importance of Physical Education in the process of human education.

In addition, this document also carries social relevance to explain about the experiential knowledge and enable new directions for Physical Education teachers in their teaching practices. Starting from the premise that the BNCC represents a normative curriculum base that should guide the curricula and aims at the comprehensive development of the student, it is relevant to discuss which competencies are being developed in the different curricular components.

The development of competences provides not only an understanding and explanation of reality, but also contributes to choices as a critical and active agent in society. Such consideration instigates intellectual curiosity and the approach to science to elaborate their thoughts, by assimilating what is taught during the lessons, and to investigate causes, formulate hypotheses and seek solutions. Each competence brings with it different intentions according to each school stage, connecting one to the others, increasing the level of complexity. These





considerations corroborate Constantino *et al.* (2015), when he reports the need for both Education and Physical Education to relate to innovation processes that allow, through teaching methods, an approximation to the reality and habits of the students' daily lives. This approximation of school contents with something meaningful and close to the student enables the awakening of his interest and motivates him, because it converges with concrete situations that are part of his reality beyond the school.

Regarding the definition of competencies, contained in the document, the BNCC states that "education should affirm values and stimulate actions that contribute to the transformation of society, making it more human, socially just, and also focused on the preservation of nature" (BRASIL, 2018), which corroborates Agenda 2030 of the United Nations (UN).

Before making notes about the respective competencies mentioned above, it is pertinent to bring the concept of competence, which according to Dias (2010) is the ability to select a diversity of knowledge and mobilize them, adjusting and mobilizing them according to the situation at hand. It is verified in the definition of this concept, the connection of varied knowledge, in the dimensions: cognitive, personal and behavioral. Dias (2010, p. 75, our translation) adds, "the notion of competence refers to situations in which it is necessary to make decisions and solve problems, it is associated with the understanding and evaluation of a situation, a mobilization of knowledge, in order to act/react appropriately. Thus, the emphasis from this point of view is the subject's adaptation to the task. To explain the importance of the presence of competencies, Dias (2010, p. 76, our translation) concludes

The main goal of today's school is not, therefore, to teach content, but to develop competencies that allow the subject to achieve personal and professional success. It aims to enable each individual to learn how to use his or her knowledge to act effectively. This school fosters adaptability and converts content into means that enable students to develop skills.

What Dias (2010, p. 8, our translation) postulates converges with what the Common National Curricular Base brings, regarding the concept of competence:

[is defined as the mobilization of knowledge (concepts and procedures), skills (practical, cognitive and socioemotional), attitudes and values to solve complex demands of everyday life, the full exercise of citizenship and the world of work.

From the concepts brought, it is understood that in Physical Education classes, the teacher's task is to be a collaborator and facilitator of the process, using methods that encourage the students to reflect on how to act, what to do, how to do it, why to do it, putting them in





unbalance, where the search for balance and/or the resolution of problems allow them to generate a learning experience that makes sense to them.

Gonçalves and Guerra (2018) make a comparison between the BNCC and the PNC and comment on four of the ten General Competencies of the Common National Curricular Base that were: knowledge; scientific, critical and creative thinking; work and life project; and responsibility and citizenship and the possible relationships with the assumptions of the National Curricular Parameters. In it, the authors describe that the PCN were based on the development of skills and competencies as the axis of curriculum content, and the development of these capabilities aims, according to the PCN to provide that the student "can be the subject of their own training" (BRASIL, 1997, p. 33, our translation). In the BNCC these capacities were rescued, and these are intended to be "used towards the mobilization and application of school knowledge" (BRASIL, 2018, p. 16, our translation).

According to Gonçalves and Guerra (2018), the Knowledge Competency has its foundations in the 1990s, in the PCNs, specifically, which announced curriculum content to be seen as an end to itself (BRASIL, 1997), so that students would develop the skills that would allow them to "produce and enjoy cultural, social, and economic goods" (BRASIL, 1997, p. 73, our translation). This is a concept present in the BNCC, which brings Knowledge as "use of knowledge to solve diverse problems." (MOVIMENTO PELA BASE, 2018, p. 3, our translation). Therefore, Knowledge, which the Movement for the Base defends, is essential for life and intervention in society, which will occur through an individual who has motivation, responsibility, and autonomy to learn (MOVIMENTO PELA BASE, 2018), which is in line with the concepts of responsibility and autonomy contained in the National Curricular Parameters.

Approaching Physical Education

The general competencies of the BNCC aim to develop students throughout Basic Education and are divided into ten topics. The first is knowledge, referring to the appreciation of what has already been produced of what is already known and its use for the construction of a more just society (BRASIL, 2018).

The first competence suggests that the Physical Education teacher works with the historically built knowledge about body practices, their meanings and their framing in democratic values. Providing students with opportunities to relate historical processes and groups from different cultures to the development of body practices.





The second is to encourage imagination and reflection through scientific, critical, and creative thinking, that is, the goal of this competence is to ensure that body practices incorporate processes of reflection, investigation, and resolution of problems and conflicts, not only the reproduction of tactics and techniques of sports modalities.

The third is the cultural repertoire, knowledge and appreciation of artistic and cultural manifestations, where Physical Education classes start to contemplate a greater diversity of local and world body practices, which enables the expansion of the students' cultural repertoire.

The fourth is communication, which emphasizes that Physical Education classes provide different possibilities for the use of body language, valuing the individual dimension of body performance in the students' education.

The fifth corresponds to digital culture, understanding of digital technologies in an attempt to help communicate, which calls attention to the increasing use of technologies, and this should not be ignored, since, as they access, they produce knowledge. In Physical Education classes this knowledge can be about body practices through digital technologies, apps, videos, tutorials, games, texts, and images. Admittedly, the classes of this curricular component can contribute to the development of competencies to use technologies in favor of healthier and more active lifestyles, reflect on the increase of sedentary lifestyles and obesity due to the excessive time devoted to the use of digital technologies, as well as on the use of digital language to expand the knowledge about body practices.

The sixth, work and life project, which corresponds to the cultural knowledge and to having a position to their life project, with freedom, autonomy, and responsibility, bringing the importance of the contact with different body practices in Physical Education classes that provides students to choose ways to participate in these practices beyond school life, that is, throughout life, adopting society's values and an active life.

The seventh is argumentation, referring to the arguments they can use in their personal, professional lives, based on reliable facts, which deals with body practices in Physical Education classes and their possibilities of (re) seeing looks from different aspects and points of view, cultures, groups, ethical, environmental issues, and respect for different cultures and their own customs of experiencing and creating body practices.

The eighth refers to self-confidence and self-care, aiming at the appreciation of physical and mental health, bringing the issue of looking at oneself, understanding one's own body and its involvement in body practices, as well as the emotions and feelings resulting from the practices, which should be the subject of Physical Education classes.



The ninth one, empathy and cooperation, values diversities and promotes respect and empathy, instigating the promotion of values, the exercise of empathy, dialogue, the issue of solving conflicts and cooperation. Body practices favor the development of this competence, as well as encourage discussions and critical analysis with students about the presence of prejudice in body practices, provided that the Physical Education teacher promotes constructive dialogues regarding the meanings attributed to the practices.

And finally, the tenth competence presents questions about responsibility and citizenship, acting individually and collectively with ethical, responsible, democratic, and sustainable principles, which covers all the work with values in body practices that is assigned for the development of this competence, which is facilitated if the teacher promotes activities of critical reflection and collaboration.

Such competencies are intended to enable students to have a comprehensive education, ensuring development in all dimensions: intellectual, physical, emotional, social and cultural, with regard to educational processes that have learning tuned according to their needs, interests and possibilities of each individual, and that is also considered the overall human development, that is the school a democratic space that has the commitment to strengthen practices of respect and against any kind of prejudice and discrimination (BRASIL, 2018).

The BNCC is also concerned with preparing teachers for this current society, in which students have easy access to information and technologies, and the teacher must seek an inclusive look. This look is to ensure the contextualization of the knowledge that students bring to school, to class, so that they have a participatory and critical point of view about the difference between knowledge and information. To this end, we brought some experiences of teaching practices that applied activities based on the BNCC generic competencies and their results.

General Competencies at School

Studies point to the way in which it is possible to develop the generic competencies during the teaching process. Santos *et al.* (2019), for example, designed activities that aim to stimulate the acquisition of the following BNCC generic competencies: cooperation, collaboration, communication, conflict resolution, and leadership skills.

To achieve these objectives, he conducted a gamified intervention study based on the *Design Thinking* methodology with students from the second year of high school of the Technical Course in Computer Science of a public school in the state of Paraíba. The author





adds that "the use of games and gamification techniques allied to didactic contents, are great artifices to actively engage students in the classroom, providing a dynamic and challenging learning environment" (SANTOS *et al.*, 2019, p. 816-817, our translation). With the result of the study, it was possible to realize that students understood the process of cooperation required by the activities, which meets the BNCC, which brings that the school, during the high school phase, should allow the construction of personal and collective projects, based on actions capable of stimulating cooperation (SANTOS *et al.*, 2019).

Coelho (2019) also presented the use of the *Design Thinking* methodology for teaching urban dances with elementary school students from a public school in Piau . Coelho's study points out that the general competencies through the Design Thinking methodology made it possible to work with a more creative context in problem solving from challenges found within the school community, marked by observations and interaction of ideas which allowed to put into practice situations that benefit everyone making the classes in question meaningful, both for students and teachers. An environment of cooperation was perceived, there was empathy from the students, who together helped each other to reach the same level. For the author, as the classes went on, shyness became less and less of a barrier as they gained self-confidence and understood their bodies and the space. The collaboration among the students facilitated the class process as well, and difficulties were brought up and discussed among themselves and with the teachers. Discussions about the meanings, cultures, prejudices, and representations of dances and what they represent were also present and were part of the class process.

Silva (2021) used electronic games in his classes. His study was conducted with 97 students from 3rd to 5th grade of elementary school, who studied full time. The classes took place remotely because of the pandemic. Several competencies were used, as it was approached and discussed with the students, in the form of an inverted class, which encouraged imagination, reflection through scientific, critical, and creative thinking, provoking discussions, themes, and subjects that made them reflect about the knowledge they already had about electronic games. The trajectory of electronic games from the beginning to the present, the students did research about athletes and the range of sports, the use of electronic games for training, which allowed the students to redefine some forms of games and their possibilities.

It also provoked a reflection about the existing barriers concerning the object of knowledge of dance, the ways of working and overcoming shyness to perform it (dances) were discussed and overcome. It provoked processes of reflection, investigation, and resolution of problems and conflicts, not only the reproduction of tactics and techniques of sports modalities. The author emphasizes the students' comfort, since the teacher was not the only knowledge





holder about the characteristics of the games used and the processes for its execution. This study concluded that electronic games can be a strong ally for a greater equity in the planning of the objects of knowledge for Physical Education classes and the effective participation of students.

Concluding Remarks

Based on the studies presented here, it is possible to see that the generic competences provide stimuli and possibilities that converge with learning that goes towards the construction of values that contribute to forming a critical, thinking, reflective citizen who is a producer of knowledge and ideas and who is encouraged to build himself. This changes the conception of the student as a mere reproducer of knowledge. In this sense, the barrier that the teacher is the only holder of knowledge is overcome, which enables students to reflect, project, defend their ideas, their points of view, respecting, understanding in order to promote human rights, and, in a macro-context thinking about school, that we are moving towards a possible transformation of society, people, students, as pointed out by the BNCC (2018).

For Physical Education, the BNCC and, especially, its conceptions and possibilities, provide a reflection about the changes in the curriculum of Physical Education, just as it was in the 1970s and 1980s, with the renovation movement, which advocated a new way of thinking about Education, with strands of human and social sciences grounding the pedagogical practices and methodologies (MACHADO; BRACHT, 2016). Movements that cause a disorder that provide new looks and new conceptions about what is already set as legitimate.

According to the studies, the BNCC addresses concepts that meet the needs of today's society, as it brings the concern with the development beyond cognitive aspects, without losing sight of the educational objectives that a curriculum proposal should contain (SACRISTÁN, 2000). And more specifically for Physical Education, it identifies a visibility that this area has long desired, especially for its agglutinating and interdisciplinary potential. Therefore, when thinking about curriculum policies, these transformations that guide economic, cultural, and social changes come to the fore. In this sense, the generic competences are of paramount importance in discussions about the quality of teaching and about education, which encourages discussions about the understanding of the values that the school and the school context should think about and rethink regarding the projection of the citizen who wants to be trained.

Moreover, the students are instigated to reflect on the practices of the Physical Education classes and what they provide, to classes with the purpose of developing such competencies, which become skills that will be used throughout their lives. Experiences that





were disseminated at school, in Physical Education classes, and from this are experienced in their routine according to become the reality of each student. That said, in elementary school it is understood that these elements are crucial, since it is the phase in which children are forming concepts and getting to know the world, encountering new relationships, new feelings, since they are not under family protection all the time, there is interaction with children of the same age group, and there is a social visibility that was not perceived before. The school, and more specifically the elementary school, provides this to the students, confrontations that, with the help of the development of competencies, will make them deal with daily situations throughout their school career and throughout their lives.

The generic competences enable teachers to assist students in the teaching-learning process in the cognitive, psycho-socio-emotional, value construction and worldview aspects during their classes. Students also have the opportunity to approach, question, exercise, and learn to know how to deal with, position themselves, defend themselves, and place themselves actively and critically before society in various situations in everyday life, in the face of cultural, racial, economic, political, social, and religious issues that are part of the discussions, understanding their rights, their duties, their contributions, and their importance as citizens before the society in which they are inserted.

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How to reference this article

RODRIGUES, S. S.; GIMENEZ, R.; DYONISI, C. M. The general competences of the physical education BNCC and the possibilities of knowledge. **Rev. @mbienteeducação**, São Paulo, v. 14, n. 3, p. 683-695, Sep./Dec. 2021. e-ISSN: 1982-8632. DOI: <https://doi.org/10.26843/v14.n3.2021.1117.p683-695>

Submitted: 05/08/2021

Required revisions: 13/10/2021

Approved: 10/11/2021

Published: 16/12/2021

Management of translations and versions: Editora Ibero-Americana de Educação.

Translator: Alexander Vinicius Leite da Silva.

