

Relevance of Rhythmic Activities in the Training of Physical Education Teachers

Relevância das Atividades Rítmicas na Formação de Professores de Educação Física

Relevancia de las Actividades Rítmicas en la Formación de Profesores de Educación Física

RESUMO:

Objetivo: Compreender as percepções de alunos do curso de graduação em Educação Física sobre atividades rítmicas e danças, e como podem auxiliar na formação profissional. **Método:** Estudo de abordagem qualitativa do tipo etnográfico e descritivo, caráter analítico e interpretativo, realizado em uma instituição de ensino superior, aplicando a técnica de análise de conteúdo em uma seleção de 20 alunos, utilizando-se um grupo focal e observação participante. **Resultado:** Evidenciou-se a problemática de escassez de conteúdos sobre essa área, nas aulas de Educação Física na Educação Básica, falta de informação e formação dos professores da Educação Básica quanto à dança, o que afeta diretamente os alunos. **Conclusão:** O preconceito apresentou-se como um motivo para a falta de oferta dessas aulas, juntamente com a falta de informação e formação dos educadores sobre essa temática. Destacou-se a importância das atividades rítmicas e dança para o desenvolvimento desse público, beneficiando aspectos motores, cognitivos e sociais.

DESCRITORES: Formação humana; Corporeidade; Educação; Ensino.

ABSTRACT

Objective: To understand the perceptions of undergraduate Physical Education students regarding rhythmic activities and dances, and how they can contribute to professional training. **Method:** A qualitative study with an ethnographic and descriptive approach, analytical and interpretive character, conducted at a higher education institution. The technique of content analysis was applied to a selection of 20 students, using a focus group and participant observation. **Results:** The study highlighted the issue of the scarcity of content on this area in Physical Education classes at the Basic Education level, as well as the lack of information and training of Basic Education teachers regarding dance, which directly affects students. **Conclusion:** Prejudice emerged as a reason for the lack of these classes, alongside the lack of information and training of educators on this topic. The importance of rhythmic activities and dance for the development of this group was emphasized, benefiting motor, cognitive, and social aspects.

DESCRIPTORS: Human development; Corporeality; Education; Teaching.

RESUMEN

Objetivo: Comprender las percepciones de los estudiantes del curso de grado en Educación Física sobre las actividades rítmicas y danzas, y cómo pueden contribuir a la formación profesional. **Método:** Estudio de enfoque cualitativo del tipo etnográfico y descriptivo, con carácter analítico e interpretativo, realizado en una institución de educación superior, aplicando la técnica de análisis de contenido a una selección de 20 estudiantes, utilizando un grupo focal y observación participante.

Resultados: Se evidenció la problemática de la escasez de contenidos sobre esta área en las clases de Educación Física en la Educación Básica, la falta de información y formación de los profesores de Educación Básica respecto a la danza, lo que afecta directamente a los estudiantes. **Conclusión:** El prejuicio se presentó como una razón para la falta de oferta de estas clases, junto con la falta de información y formación de los educadores sobre este tema. Se destacó la importancia de las actividades rítmicas y la danza para el desarrollo de este grupo, beneficiando aspectos motores, cognitivos y sociales.

DESCRIPTORES: Formación humana; Corporalidad; Educación; Enseñanza.

RECEIVED: 10/20/2024 APPROVED: 02/28/2025

How to cite this article: Daniele TMC, Ramos YF, Frota MA, Rebouças DNE, Cardoso MCV, Souza EA, Rolim KMC. Relevance Of Rhythmic Activities In The Training Of Physical Education Teachers. Saúde Coletiva (Edição Brasileira) [Internet]. 2025 [acesso ano mês dia];15(94):15161-15178. Disponível em: DOI: 10.36489/saudecoletiva.2025v15i94p15161-15178

ID **Thiago Medeiros da Costa Daniele**
PhD in Medical Sciences from the Federal University of Ceará (UFC). Faculty member of the Graduate Program in Public Health at the University of Fortaleza – Edson Queiroz Foundation (PPGSC-UNIFOR).
ORCID: <https://orcid.org/0000-0003-1241-7068>

ID **Yara Freitas Ramos**
Undergraduate in Physical Education from the University of Fortaleza (UNIFOR) – Edson Queiroz Foundation.
ORCID: <https://orcid.org/0009-0005-1224-8972>

ID **Mirna Albuquerque Frota**
PhD in Nursing from the Federal University of Ceará (UFC). Faculty member and Coordinator of the Graduate Program in Public Health at the University of Fortaleza – Edson Queiroz Foundation (PPGSC-UNIFOR).
ORCID: <https://orcid.org/0000-0003-3004-2554>

ID **Diane Nocrato Esmeraldo Rebouças**
Master's in Public Health from the University of Fortaleza (UNIFOR). Faculty member of the

ID Undergraduate Course in Physical Education at UNIFOR – Edson Queiroz Foundation (PPGSC-UNIFOR).
ORCID: <https://orcid.org/0000-0002-6938-4829>

ID **Maraysa Costa Vieira Cardoso**
Master's student in Public Health at the University of Fortaleza – Edson Queiroz Foundation (PPGSC-UNIFOR).
ORCID: <https://orcid.org/000-0002-6792-959X>

ID **Evanice Avelino de Souza**
PhD in Medical Sciences (UFC).
ORCID: <https://orcid.org/0000-0003-4964-4934>

ID **Karla Maria Carneiro Rolim**
PhD in Nursing from the Federal University of Ceará and the Higher School of Nursing of D. Ana Guedes (Porto/Portugal). Full Professor of the Nursing Course at the University of Fortaleza (UNIFOR); Full Professor of the Graduate Program in Public Health (PPGSC/UNIFOR); Coordinator of the Professional Master's in Technology and Innovation in Nursing (MPTIE/UNIFOR).
ORCID: <https://orcid.org/0000-0002-7914-6939>

INTRODUCTION

The practice of rhythmic activities is of great importance for the social and human development of its practitioners, as it also promotes the structuring of motor coordination and corporality in different age groups, especially in children and adolescents in the school environment. ⁽¹⁾ At this stage, some motor, social and cognitive aspects are still developing and can help in the structuring of the Central Nervous System and the various benefits linked to this organization. ⁽²⁻³⁾

The importance of this model of physical practices can be observed in guidelines for teaching Physical Education teachers at school, such as the National Curricular Parameters (PCN - Parâmetros Curriculares Nacionais) ⁽⁴⁾ which suggests the articulation of three blocks among themselves, such as: Knowledge about the body; sports, games, fighting and gymnastics; and rhythmic and expressive activities. Previous studies indicate that dance can provide social and emotional benefits, as well as functional capacity and un-

derstanding of the body as a means of communication, and is considered a valuable teaching method for the citizenship formation of students of different age groups. ⁽⁵⁻⁶⁻⁷⁾

From this perspective, updates to government documents are observed in order to promote a better structuring of education. The National Common Curricular Base (BNCC - *Base Nacional Comum Curricular*) ⁽⁸⁾ proposes Dance as a thematic unit in the initial and final years of Elementary School, building a progression in dialogue with the objects of knowledge: Dance in the community and regional context, Dances of Brazil and the world, Dances of indigenous and African origin, Urban dances.

On the other hand, it is often observed that there is little practice of dance and rhythmic activities in the school environment, which can be a limiting factor for the benefits achieved by this model of practice in which music is used as the main pedagogical element, being a factor of great importance for the formation of citizenship, which becomes excluded from the school environment. Cultural factors contribute

to spreading prejudices and preconceptions about the area of dance and rhythmic body movement in Brazilian society. ⁽⁹⁾

In addition to this issue, it is noted that the use of digital technologies seems to offer children and adolescents a more attractive environment when compared to physical practices; this is a factor that, if not organized and not used properly, can generate severe motor and cognitive impairments. ⁽¹⁰⁻¹¹⁾ However, it is the role of the Physical Education teacher at school to provide and promote various practices and bodily experiences aimed at citizenship development.

In view of this problem, practical activities in undergraduate courses, such as Physical Education, are essential to fill these possible gaps arising from basic education and to enable students to have greater knowledge of their bodies and their capabilities. Therefore, this study carried out an ethnographic and qualitative study in a higher education institution, in order to understand the particularities and behaviors of students in the Physical Education undergrad-

uate course when perceiving rhythmic activities and dances in the school environment (before entering higher education) and after rhythmic experiences in the Rhythmic Activities module carried out in undergraduate classes.

METHOD

This is a qualitative study of the ethnographic and descriptive type, with an analytical and interpretative approach, carried out in a higher education institution, in order to understand the particularities and behaviors of students in the Physical Education undergraduate course when perceiving rhythmic activities and dances in the school environment, before entering higher education, and after rhythmic experiences in the Rhythmic Activities module carried out in higher education classes, in the undergraduate course.

As for the purpose, it was an applied research, as it sought to solve problems that are at the heart of society. Regarding the objectives, it is an exploratory study, which allows a study to better understand the facts, providing more knowledge on the subject.⁽¹²⁾ To this end, two methods were used: participant observation and focus group.⁽¹³⁾ Therefore, a qualitative study was chosen to seek clarifications about human behavior and describe social actors and their symbols and meanings within a given social or cultural context.⁽¹⁴⁾

Ethnography aims to understand phenomena from an internal perspective; its main characteristic is the insertion of the researcher in the environment to be researched.⁽¹⁵⁾ The focus group can be used in the search for understanding the different perceptions about a fact, practice, product or service, it consists of the interaction between the participants and the researcher, who aims to collect data from the discussion focused on specific and directive topics.⁽¹⁶⁾

The research in question was carried out with students regularly enrolled in the second semester of the Curricular

Matrix of the Undergraduate Course in Physical Education at the University of Fortaleza - Edson Queiroz Foundation, located in the city of Fortaleza, state of Ceará, Brazil, who performed rhythmic and physical activities once a week. Twenty students took part in the study, who were evaluated at the end of the semester of 2022. The inclusion criteria for the study were: students regularly enrolled in the second semester of the Undergraduate Course in Physical Education, aged between 18 and 22 years old, who entered high school for higher education in the last year of the date of the focus group, who agreed to participate in the study and who signed the Free and Informed Consent Form (FICF).

The exclusion criteria were: those who did not sign the informed consent form, those whose age range was outside the stipulated for the study, students who did not enter high school or higher education in the last year, and students who performed some type of rhythmic activity, such as dance or gymnastics outside of the activities carried out at the university.

Regarding data collection, two qualitative methods were used to evaluate the data: 1) participant observation based on field diary records and 2) focus groups. Participant observation refers to a research situation where the observer and the observed are in a face-to-face relationship, and where the data collection process takes place in the natural living environment of the observed, who are no longer seen as research objects, but as subjects who interact in a given study project.⁽¹⁷⁾

From this perspective, this study was conducted by observing observation methods to produce narratives and reflections on rhythmic body practices taught at the University by Physical Education students in light of human development and the integrated learning process between school, student, learning, and professional performance. In this study, one of the researchers, also a

Physical Education student, was a monitor for the rhythmic activities module for a period of two years, preparing activities, monitoring, and teaching classes to students.

The study consisted of four focus groups, each containing five to six participants, with an average duration of 30 minutes. Focus groups are defined as data collection through group interactions when discussing a specific topic suggested by the researcher. As a technique, they occupy an intermediate position between participant observation and in-depth interviews.⁽¹⁸⁾ It can also be characterized as a resource for understanding the process of constructing perceptions, attitudes and social representations of human groups.⁽¹⁹⁾ To conduct the narratives, the following themes were articulated: 1) Perception and meaning of rhythmic activities and dance at school and 2) Ways of dealing with rhythmic activities, dances and their relationships with classmates. Subsequently, the full transcription of the data was carried out for analysis. Minayo's thematic content analysis was adopted⁽²⁰⁾, It consisted of three phases: pre-analysis, exploration of the material, and processing of the results obtained and their interpretation.

The participants were informed about the objectives of the research and, when in agreement, signed the informed consent form, guaranteeing anonymity in the disclosure of information and the freedom to participate or not in the research. All interviews were recorded and transcribed in full by the authors. To guarantee the anonymity of the participants, all information about the identity of the participants was excluded from the transcribed interviews and all participants received numerical identification. Direct quotes from the interviews of the study results were identified with the letter E (for interviewee), together with the corresponding number, participant's age and profession, to preserve the identity of the subjects and respect the ethical principles of research.⁽²¹⁾

In order to monitor the activities, prior authorization was requested from those involved, to whom the objectives of the research were explained. All observations were transformed into field notes during the observed activity. This study was approved by the Research Ethics Committee (COÉTICA) of the Edson Queiroz Foundation, in accordance with resolution 466/12 of the National Health Council, dated December 12, 2012⁽²¹⁾, which approves the guidelines and regulatory standards for research involving human beings (opinion number: 6,017,189).

RESULTS

It was possible to analyze the perception of future Physical Education teachers regarding rhythmic activities and dances experienced in school education and their importance in the training of Physical Education professionals. To this end, the researcher was placed in the field for a period of 2 years to monitor the activities carried out in the Rhythmic Activities module, offered in the Curricular Matrix of the Undergraduate Course in Physical Education.

310 hours of participant observation were carried out distributed over the two years of fieldwork. The observations were based on a previously established script, which covered the structure of the activities, classes, functioning, dynamics and relationships between students. These observations were carried out by a student and researcher with previous experience in qualitative research. This fact allowed a greater understanding of the actions and activities that occurred during the fieldwork. After two months of activities carried out, a discussion group was held in which the students were asked about how they were perceiving the classes carried out in the Rhythmic Activities module up to that point.

The vast majority of students who enroll in a Physical Education undergraduate course tend to have the idea

that the course is limited to weight training or sports classes. In this way, it is understood that addressing topics such as rhythm, dance and movement can be an arduous and complex task. The students' tension was noticeable at the beginning of the classes, when they heard about the module's content or the word "dance", but as the classes progressed, the students became more familiar with the dynamics of the content covered.

Following the module's activities process, it was possible to observe that one of the "keys" of the teaching and learning process is to provide the student with an understanding of the possibilities that exist in transcending what was learned in the rhythmic activities and dance classes to other areas of Physical Education, such as the student introducing rhythm in basketball, soccer and/or volleyball; how to perceive the rhythm present in weight training classes or in the motor development of elderly people.

DISCUSSION

Perception and meaning of rhythmic activities and dance from school to university

The National Common Curricular Base (BNCC)⁽⁸⁾ argues that rhythmic body activities and dances are valuable actions for the education of students and in the construction of human and relational values, and should be included within the themes proposed by the BNCC for Basic Education. In the BNCC, the thematic units of Games and Play, Dances and Fights are organized into objects of knowledge according to the social occurrence of these body practices, from the most familiar social spheres (locality and region) to the least familiar (national and global spheres).⁽⁸⁾

It is understood that rhythmic activities and dance in schools would not only contribute to motor development, but also to the social and behavioral as-

pects of the students involved. Regarding this understanding, the relationship between dance in schools is subject to prejudices that need to be questioned and discussed. Our prejudiced society, of Portuguese origin, would not look favorably on teaching dance to its bourgeois daughters.⁽²²⁾

First impressions of rhythmic activities and dances

In order to understand the relationship between undergraduates who came from basic education, we first sought to understand a little about the students' experiences with rhythmic activities, proposing that we talk about their first experiences or experiences on this topic. Some of the students indicated that they had only had experiences and experiences in this area at university, interviewees 10, 07 and 04 stated:

I had my first experience at college in the second semester of the course (E10, 19, student).

My only experience was in university classes (E7, 18, student).

In fact, as my colleagues mentioned, the only experience I had was in class during my undergraduate studies, at school and later in life, before college, I had no experience at all (E4, 19, student).

It was possible to observe that two students had already heard about rhythmic activities before university, but not in school Physical Education classes, but with music teachers, interviewees 9 and 12 stated:

[...] when I started playing a musical instrument. (E9, 20, student).

In high school, my music teacher told me that in music he had to study rhythmic activities, dance. (E12, 20, student).

Students who heard about the topic outside the university environment did so through their own music teachers, since rhythm links music and rhythmic body practices. Considering the students' reports, there is a great scarcity of the subject "Rhythmic Activities and Dance" in schools; only one student reported having heard about the topic at school, interviewee 8:

[...] dance in high school, and rhythmic activities in college (E8, 22, student). In addition to the practices not being adequately offered, information about the functionality of rhythmic activities is also not offered.

Dance experiences in the school environment

We sought to understand how students' experiences occurred in school rhythmic activities, understanding the degree of importance that schools provide to this area of Physical Education. E2, who studied in a public school, reported on the lack of provision of this theme:

I went to high school in a public school, and there was no dance as a subject, just cultural presentations (E2, 18, student).

From this perspective, as dance is offered in the school curriculum, it is not one of the mandatory contents, but rather optional.⁽²³⁾ On the other hand, some reports from students in private schools that offered classes in rhythmic body activities, but these were extracurricular contents. In this context, interviewees 02 and 04 stated:

I studied at a private school. At no time did we have subjects that helped with rhythm, balance or anything like that. They were offered, but they were at a fair price, I would say. For people who stayed full-time, which is an extra period, there were some dance activities that were offered, but they were very

loose, there was nothing set, it was once or twice throughout the year (E2, 18, student).

I studied in a private school, but I didn't have dance or rhythmic activities, so it was taught to us. There were those who paid for school or those who were called up for selection, who would take the test and if they passed they would get in, and there were activities that involved rhythm (E4, 19, student).

Our findings are corroborated by the study of Torales⁽²⁴⁾ which points out that dance, in the school environment, whether in private or public schools, often manifests itself only through extracurricular activities.

Through the students' reports, it was observed that there was a shortage of rhythmic activities in schools, and when classes were offered, they were not included in the context of Physical Education classes, but rather as extra classes. Therefore, we can understand that there are other reasons for this shortage, such as prejudice, since sports such as basketball, soccer and volleyball are included as content in Physical Education classes at school and as extracurricular classes.

According to the report of one student, interviewee 6, dance activities were only offered to children of pre-defined ages, who were also in extra classes and not included in Physical Education classes, or at cultural festivals:

I also studied at a private school and the only time we had dance classes, rhythm, which I did was just ballet and it was only for children aged six to nine, for example. We never had high school, elementary school two or anything like that, there were week-long festivals that had dance festivals, but they didn't teach you anything about how to do it, and you could dance if you wanted to, they didn't teach you anything beforehand (E6, 21, student).

In light of this reflection, interviewee

11 stated:

It was interesting, we had a presentation that involved singing and dancing at the same time and it was interesting, for my learning about the body itself, dynamic, psychological it was interesting (E11, 20, student).

As reported by interviewee E11, isolated facts were observed about the provision of dance in schools, and only for presentation and entertainment purposes, which also helps in the development of students as it seeks to promote interaction, socialization, memorization, organization, coordination and spatial awareness. Interviewee 4 reported on Physical Education classes at his school, and how they were managed:

Yeah [...] we had Physical Education, but the class we had was very "fussy", we had a warm-up, we had the main part of the class, but there was no activity to improve the rhythm, no activity to improve humanity, nothing (E4, 19, student).

Thus, physical education in schools requires that the educational system not only use it as a mandatory curricular requirement, but rather invest time and planning so that it can be used to develop well-being and quality of life. Physical education, as a curricular component of basic education, must then take on another task: to introduce and integrate the student into the body culture of movement, forming the citizen who will produce, reproduce and transform it, equipping him/her to enjoy games, sports, rhythmic activities and dance, gymnastics and physical fitness practices, for the benefit of quality of life.⁽²⁵⁾

Importance of rhythmic activities in professional training

In the context of research and understanding of dance, it goes beyond the act of thinking, that is, dance in the educational environment is not limited

to teaching dances or movement techniques, but contributes to the formation of the individual. Through this, like the education of children among primitive peoples, even today Dance must provide situations that allow them to develop various skills of movement possibilities, exercise possibilities of self-knowledge and be the effective agent of harmony between reason and heart.⁽²²⁾

When asked about the importance of the topic, most students reported how much it had added to their daily lives and academic lives after taking classes on rhythmic activities at the university. Interviewee 4 stated:

I think that if I had had some prior education on the subject, my participation in classes at college would have been much easier. My motor coordination is very bad, so it would have improved a lot, especially in motor coordination when carrying out various activities, both within the gymnastics module and in rhythmic activities, as well as in other subjects, I'll mention football as an example, volleyball, which requires a lot of motor coordination (E4, 19, student).

As reported by E4, some students linked the importance of the discipline to the motor aspect. As reported by E4, other reports were also observed that express the importance of the motor perception of students who practiced these activities, as stated by interviewees 3 and 9:

I think that after the course I became aware of the difference in the relationship between the members, the mobility of each one, and the coordination of each one, and I had not had this prior stimulus anywhere else. It was here that I became aware that I needed to work on this daily, even to become a better professional (E3, 18, student).

Motor coordination and timing, right? I remember that before I joined the

group where I play, I didn't know how to clap, I didn't know the tempo, everyone was clapping the same and I was out of tempo and I kept trying. When I got there in the group, first we did some rhythm work, clapping and marking the ground, and it was really difficult for me. When I got here, I already knew a little, because I had had this experience, so I think it's very important. (E9, 20, student)

Regarding the importance of discipline in relation to shyness, interviewee 12 reiterated:

For me, when I was a child, I said, right? And that helped me to lose my inhibitions a little, because I was very shy and later on it even inspired me a little, so much so that I studied music because of that affiliation, right? In rhythmic activities and later because of bodybuilding, which is the activity I'm involved in today, I even did ballet, so I could have more body awareness and really have a better performance in my modality (E12, 20, student).

Shyness is a recurring theme, and one of the reasons for the lack of adherence to dance classes in schools. In this context, interviewee 8 stated:

E você se soltando através do ritmo, através do movimento, ajuda você até a perder a timidez e assim interagir mais com o grupo em que você está inserido (E8, 22, estudante).

One aspect that several students reported to us was about rhythm, a subject that is rarely discussed but is widely used in all areas of Physical Education. Interviewees 10 and 11 stated:

I think that everything that involves the head, you involve rhythm in the right place, so I think that by combining it you can do this with anything. Even combining it for the weight room, fighting, you can combine the rhythm for

everything [...] I think it helped a lot, like the difference in rhythm and control of the body, it's much greater since I did the chair, because even for me to use it when I was getting out of rhythm, and I have a certain "OCD" of not liking to get out of rhythm, so I think it helped a lot (E10, 19, student).

Yeah [...] I managed to learn to get into rhythm a little here, before that I didn't have that notion, the issue of laterality too, when someone did it I always did it mirrored, besides that with the mirrors in the gym I had this notion that I can look at myself in the mirror and do the movement mirrored (E11, 20, student).

Rhythm is a basic component in teaching rhythmic activities, it is an aspect of multiple functions and divisions, we use rhythm in various areas of human life, and it stimulates, in children, coordination, balance, flexibility and inhibitory braking; it concentrates attention; it saves effort; it provides rhythmic security and sensory education; it leads to the achievement of muscular relaxation, posture and auditory and visual perception, it awakens creativity and body expression.⁽²⁶⁾

One of the reports that caught our attention was from interviewee 7, who learned to use the teachings of the discipline in his academic life.

To this day, I use the rhythm I learned in my undergraduate studies in my martial arts classes. So, in the initiation part, when I work with children, the rhythm of the movements, of the fighting movements. I start working with them from the age of four to five, so that when they are older, they have this motor awareness in the fight. So I think that was the biggest contribution that the rhythmic activities had, it was like teaching rhythms to children (E7, 18, student).

This was one of the reports that most

caught our attention about the subject. In addition to developing his motor and cognitive aspects in relation to what the subject offers, this student used his learning to enrich his teaching repertoire with his students, which is also one of the objectives of the subject. The subjects taught in the module are developments and complements for professional life, and are used in any area of Physical Education. Prejudice against rhythmic activities and dances at school

Although the literature on Basic Education clarifies the need for rhythmic activities and dance, it is clear that one of the main reasons for the scarcity of this theme in schools is prejudice on the part of parents and teachers. According to Silva and Villegas⁽²⁷⁾, This prejudice is present in our society and ends up harming children and adolescents, as it fails to offer subjects that would be excellent for their development. When asked about prejudice in the area of dance, most students reported that they had already seen or witnessed some type of prejudice in this area. According to interviewee 6:

No, I didn't suffer, right? But I remember when I was really little, like eight years old, in elementary school and there was a boy who took ballet classes. I started after school, in the afternoon, right? After school, and he was bullied a lot because he took ballet classes (E6, 21, student).

Other students reported that they perceived and/or witnessed some type of prejudice in activities involving dance, which makes it possible to argue that these activities are not held in the school environment. According to interviewee 3:

There was a lot of prejudice. The classes that paid to take ballet or any other type of dance were always made up of girls and never boys. There were never any male classes, at least not in my time, when I was in schools they

never had any, only female classes (E3, 18, student).

As a preliminary assessment, we received reports from those who should encourage any and all artistic expressions, and those that bring countless benefits to developing children and adolescents. According to interviewee 4:

Yes, I studied in the countryside, in a slightly inferior school, right after one of the schools I studied at I did a month of ballet, and there was a lot of prejudice, and I was in the fifth year, fifth or fourth year, and there was a lot of prejudice on the part of the teachers, not the ballet teachers, but also the students (E4, 19, student).

Future Physical Education teachers must reflect, students cannot be harmed by only enjoying the same classes, with the same content, in all school years, or only classes that the teacher has more affinity with, but rather must explore all the possibilities of learning in different areas.⁽²⁸⁾

The lack of information and training of elementary school teachers regarding dance was highlighted, and this can affect students who miss out on opportunities for motor, social and behavioral learning. This study was limited by its qualitative nature, and it is not possible to empirically generalize the results to all students in the undergraduate Physical Education course in the country. Despite this limitation, the study presents relevant contributions to the knowledge of the characteristics of the group analyzed, as it delved into the nuances of the behavior and perceptions of students regarding the teaching and learning of rhythm in school, university and its use in professional training.

Research of this nature provides information that allows us to observe how perceptions of the practical use of the object or the activities experienced can be transmitted to oneself and to the social group in which the individual

is inserted. Given the relevance of the topic addressed, it is recommended that further research be developed, aiming to obtain a greater debate and in-depth analysis of the multifaceted issues related to the behavior and practices of rhythmic activities and dances in school and university environments for Physical Education students.

CONCLUSIONS

It is clear that the use of methodologies involving dance and rhythmic activities is essential for the human, cultural, social and professional development of undergraduate students in Physical Education. This study confirmed that there is a shortage of classes on this topic in Basic Education, and young people entering undergraduate courses tend to have difficulties when it involves this topic, as it is not explained in schools.

The content of Physical Education classes in Basic Education needs to be restored and implemented, since rhythmic activities and dance are themes proposed by the BNCC and PCN, so that students are not harmed, losing the opportunity to have classes that contribute to the development process. Prejudice was presented as a major reason for the lack of provision of these classes, together with the lack of information and training of educators on this topic. Rhythmic activities and dance promote motor, social, behavioral and cognitive benefits, enriching the education of students at all levels, in Basic Education and in Undergraduate Studies.

REFERENCES

1. Amonkar N, Chun Su W, Bhat NA, Srinivasan SM. Effects of Creative Movement Therapies on Social Communication, Behavioral-Affective, Sensorimotor, Cognitive, and Functional Participation Skills of Individuals With Autism Spectrum Disorder: A Systematic Review. *Frontiers in Psychiatry*. 2021;12:01-44.
2. Cameron KL, McGinley JL, Allison K, Fini NA, Cheong JLY, Spittle AJ. Dance PREEMIE, a Dance PaRticipation intervention for Extremely prEterm children with Motor Impairment at prEschool age: An Australian feasibility trial protocol. *BMJ Open*[serial on Internet]. 2020 [cited 2023 mar 4];10(1):01-09. Available from: <https://bmjopen.bmj.com/content/bmjopen/10/1/e034256.full.pdf>.
3. Van Winden DP, Van Rijn RM, Richardson A, Savelsbergh GJP, Oudejans RRD, Stubbe JH. Detailed injury epidemiology in contemporary dance: A 1-year prospective study of 134 students. *BMJ Open Sport & Exercise Medicine*[serial on Internet]. 2019 [cited 2023 mar 4];5(1):01-05. Available from: <https://bmjopensem.bmj.com/content/5/1/e000453>.
4. Secretaria de Educação Fundamental (BR). Parâmetros curriculares nacionais: terceiro e quarto ciclos do ensino fundamental: introdução aos parâmetros curriculares nacionais [Internet]. Brasília, DF: MEC/SEF; 1998 [acesso em 2023 mar 02]. Disponível em: <http://portal.mec.gov.br/seb/arquivos/pdf/introducao.pdf>.
5. Christensen JF, Pollick FE, Lambrechts A, Gomila A. Affective responses to dance. *Acta Psychologica*[serial on Internet]. 2016 [cited 2023 mar 4];168:91-105. Available from: <https://www.sciencedirect.com/science/article/abs/pii/S000169181630052X?via%3Dihub>.
6. Van Winden, Diana et al. Characteristics and Extent of Mental Health Issues in Contemporary Dance Students. *Medical Problems of Performing Artists*[serial on Internet]. 2020 [cited 2023 mar 4];35(3):121-129. Available from: <https://www.ingentaconnect.com/content/scimed/mppa/2020/00000035/00000003/art00001;jsessionid=3bajmtkjbvwj8.x-ic-live-02>.
7. Van Winden D, Van Rijn RM, Savelsbergh GJP, Oudejans RRD, Stubbe JH. The Association Between Stress and Injury: A Prospective Cohort Study Among 186 First-Year Contemporary Dance Students. *Frontiers in Psychology*[serial on Internet]. 2021 [cited 2023 mar 4];12:01-10. Available from: <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.770494/full>.
8. Ministério da Educação (BR). Base Nacional Comum Curricular: Educação é a base [Internet]. Brasília, DF: MEC; 2018 [acesso em 2023 mar 02]. Disponível em: http://basenacionalcomum.mec.gov.br/images/BNCC_EI_EF_110518_versaofinal_site.pdf.
9. Sousa RS, Reis DA. A dança como recurso no ensino da Educação Física escolar: Uma análise da literatura. *Humanidades & Inovação*[serial on Internet]. 2021 [cited 2023 mar 4];8(38):142-152. Available from: <https://revista.unitins.br/index.php/humanidadesinovacao/article/view/4572>.
10. Jacobson C, Bailin A, Milanaik RDO, Adesman AMD. Adolescent Health Implications of New Age Technology. *Pediatric Clinics of North America*[serial on Internet]. 2016 [cited 2023 mar 4];63(1):183-194. Available from: <https://www.sciencedirect.com/science/article/abs/pii/S0031395515001509?via%3Dihub>.
11. Shah J, Prithwiji D, Nallammai M, Ruth M. New age technology and social media: adolescent psychosocial implications and the need for protective measures. *Current Opinions in Pediatrics*[serial on Internet]. 2019 [cited 2023 mar 4];31(1):148-156. Available from: https://journals.lww.com/co-pediatrics/Abstract/2019/02000/New_age_technology_and_social_media__adolescent.22.aspx.
12. Gil AC. Como elaborar projetos de pesquisa. 5ª ed. São Paulo: Atlas; 2010.

13. Hanson WE, Creswell JW, Clarck VL, Petska KS, Creswell JD. Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology*[serial on Internet]. 2005 [cited 2023 mar 4];52(2):224-235. Available from: <https://psycnet.apa.org/fulltext/2005-03263-012.pdf>.
14. Bogdan R, Biklen S. *Investigação qualitativa em educação: Uma introdução à teoria e aos métodos*. 1º ed. Portugal: Porto Editora; 1994.
15. Flick U. *Uma introdução à Pesquisa Qualitativa*. 3º ed. Porto Alegre: Bookman; 2009.
16. Lervolino AS, Pelicioni MCF. A utilização do grupo focal como metodologia qualitativa na promoção da saúde. *Revista da Escola de Enfermagem da USP*[serial on Internet]. 2001 [cited 2023 mar 4];35(2):115-121. Available from: Disponível em: <https://www.scielo.br/j/reeusp/a/kFzCC9Dfbfv7W-zPNQbjZVmF/?lang=pt>.
17. Serva M, Júnior JP. Observação Participante e Pesquisa em Administração: uma Postura Antropológica. *Revista de Administração de Empresas*[serial on Internet]. 1995 [cited 2023 mar 4];35(1):67-79. Available from: <https://www.scielo.br/j/rae/a/SqcgJvLpdHDS5VHx3XNq9Sy/?lang=pt>.
18. Morgan DL. *Focus group as qualitative research* Qualitative Research Methods Series. 2º ed. London: Sage Publications; 1997.
19. Veiga L, Gondim SMG. A utilização de métodos qualitativos na ciência política e no marketing político. *Opinião Pública*[serial on Internet]. 2001 [cited 2023 mar 4];7(1):01-15. Available from: <https://www.scielo.br/j/op/a/gMFTTts3KJSyjkZXBQV-6VjM/?lang=pt>.
20. Minayo MCS. *O desafio do conhecimento: pesquisa qualitativa em saúde*. 14º ed. São Paulo: Hucitec; 2014.
21. Conselho Nacional da Saúde (BR). Resolução n.º 466, de 12 de dezembro de 2012. Dispõe sobre diretrizes e normas regulamentadoras de pesquisas envolvendo seres humanos [Internet]. Brasília, DF: CNS; 2012 [acesso em 2023 mar 02]. Disponível em: <https://conselho.saude.gov.br/resolucoes/2012/Reso466.pdf>.
22. Nanni D. *Dança educação: pré-escola à universidade*. 5º ed. Rio de Janeiro: Sprint; 2008.
23. Strazzacappa M. Dança na educação: discutindo questões básicas e polêmicas. *Revista Pensar a Prática*[serial on Internet]. 2003 [cited 2023 mar 4];6:73-86. Available from: <https://revistas.ufg.br/index.php/fef/article/view/55>.
24. Torales MS. *Ensino da Dança para Crianças: Análise de aulas extracurriculares* [trabalho de conclusão de curso]. Porto Alegre: Universidade Federal do Rio Grande do Sul; 2019.
25. Betti, M; Zuliani LR. Educação física escolar: uma proposta de diretrizes pedagógicas. *Revista Mackenzie de Educação Física e Esporte*. 2022;1(1):73-81.
26. Muller RZ, Tafner EP. Desenvolvendo o ritmo nas aulas de Educação Física em crianças de 3 a 6 anos. *Revista de divulgação técnico-científica do ICPG*[serial on Internet]. 2007 [cited 2023 mar 4];3(11):101-105. Available from: <https://docplayer.com.br/4213996-Desenvolvendo-o-ritmo-nas-aulas-de-educacao-fisica-em-criancas-de-3-a-6-anos.html>.
27. Silva DB, Villegas MM. Reflexões sobre o gênero masculino na dança escolar: um breve estado do conhecimento. *Revista do Pemo*[serial on Internet]. 2022 [cited 2023 mar 4];4:01-18. Available from: <https://revistas.uece.br/index.php/revpemo/article/view/7231>.
28. Silva MC de C, de Alcântara ASM, Liberali R, Artaxo Netto MI, Mutarelli MC. A importância da dança nas aulas de educação física - revisão sistemática. *Revista Mackenzie de Educação Física e Esporte*[serial on Internet]. 2012 [cited 2023 mar 4];11(2):38-54. Available from: <http://editorarevistas.mackenzie.br/index.php/remef/article/view/3310>.