

The historical-critical pedagogy and critical-overcoming approach: a 'guide' built on the Institutional Program for Teaching Initiation Scholarships¹

Carolina da Silva Krewer²

Hisabela Trindade³

Maristela da Silva Souza⁴

Ariane Corrêa Pacheco⁵

ABSTRACT

This study aims to analyze an experience in the Institutional Program for Teaching Initiation, in the light of historical-critical pedagogy and the critical-overcoming perspective, seeking to understand how teaching was constituted in the relationship between theory and practice and within the uniqueness of the eleven-month course at a public school in the central region of Rio Grande do Sul. Through a qualitative approach, based on the report of experiences in the Physical Education Project, we used lesson plans, informal notes, and reports produced as a source of data and a way to reconstruct memories of participation in the program. The triangulation process led us to understand that, in this trajectory, theories that share a commitment to social justice intersect, take on new meaning, and constitute a 'guide', both in terms of political-pedagogical orientation and for the materialization of critical and collective learning processes.

PALAVRAS-CHAVE: PIBID. Physical education in schools. Elementary education. Teacher training. Pedagogical practice.

¹ English version by Michele Maximila Rocha Sabocinski. *E-mail:* michelesabocinski@gmail.com.

² Bachelor's degree in Physical Education. Federal University of Santa Maria, Santa Maria, Rio Grande do Sul, Brazil. Orcid: <https://orcid.org/0009-0006-8921-3361>. *E-mail:* carolina.krewer@acad.ufsm.br.

³ Bachelor's degree in Physical Education. Federal University of Santa Maria, Santa Maria, Rio Grande do Sul, Brazil. Orcid: <https://orcid.org/0009-0009-6866-6849>. *E-mail:* hisabela.trindade@acad.ufsm.br.

⁴ Ph.D. in Human Movement Science. Federal University of Santa Maria, Santa Maria, Rio Grande do Sul, Brazil. Orcid: <https://orcid.org/0000-0002-9624-3060>. *E-mail:* maristela.souza@ufsm.br.

⁵ Ph.D. in Human Movement Sciences. Federal University of Santa Maria, Santa Maria, Rio Grande do Sul, Brazil. Orcid: <https://orcid.org/0000-0002-1495-5735>. *E-mail:* ariane.pacheco@ufsm.br.

Pedagogia histórico-crítica e abordagem crítico-superadora: um 'guia' construído na atuação no Programa Institucional de Bolsas de Iniciação à Docência

RESUMO

Este trabalho visa analisar uma experiência no Programa Institucional de Bolsas de Iniciação à Docência, à luz da pedagogia histórico-crítica e da perspectiva crítico-superadora, buscando compreender como o fazer docente se constituiu na relação entre teoria e prática e dentro a singularidade do percurso de onze meses de atuação em uma escola pública da região central do Rio Grande do Sul. Através de uma abordagem qualitativa, pautada no relato das experiências no Projeto da Educação Física, acionamos os planos de aula, anotações informais e os relatórios produzidos como fonte de dados e caminho reconstituir as memórias de atuação no programa. O processo de triangulação nos levou a compreender que nessa trajetória as teorias que compartilham um compromisso com a justiça social se interseccionam, se ressignificam e constituem um 'guia', tanto na orientação político-pedagógica quanto para a materialização de processos de aprendizagem críticos e coletivos.

KEYWORDS: PIBID. Educação Física escolar. Ensino Fundamental. Formação Docente. Práxis Pedagógica.

Pedagogía histórico-crítica y enfoque crítico-superador: una «guía» elaborada a partir de la experiencia en el Programa Institucional de Becas de Iniciación a la Docencia

RESUMEN

Este trabajo tiene como objetivo analizar una experiencia en el Programa Institucional de Iniciación a la Docencia, a la luz de la pedagogía histórico-crítica y la perspectiva crítico-superadora, buscando comprender cómo se constituyó la práctica docente en la relación entre teoría y práctica y dentro de la singularidad del recorrido de once meses de actuación en una escuela pública de la región central de Rio Grande do Sul. A través de un enfoque cualitativo, basado en el relato de las experiencias en el Proyecto de Educación Física, utilizamos los planes de

clase, las anotaciones informales y los informes producidos como fuente de datos y camino para reconstruir los recuerdos de la actuación en el programa. El proceso de triangulación nos llevó a comprender que, en esta trayectoria, las teorías que comparten un compromiso con la justicia social se entrecruzan, cobran un nuevo significado y constituyen una «guía», tanto en la orientación político-pedagógica como en la materialización de procesos de aprendizaje críticos y colectivos.

PALABRAS CLAVE: PIBID. Educación física escolar. Enseñanza primaria. Formación docente. Práctica pedagógica.

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Introduction

Currently, higher education includes various policies aimed at enhancing the professional development of undergraduate students in teacher-training programs, such as the Pedagogical Residency Program, administered by the Coordination for the Improvement of Higher Education Personnel (CAPES), Institutional Program for Teaching Initiation Scholarships (PIBID), launched by the Ministry of Education (MEC) in 2025, whose initiatives include teacher initial training. In this context, we highlight the Institutional Program for Teaching Initiation Scholarships (PIBID), a public policy aimed at promoting teaching initiation, with the objective of improving teacher training in higher education and contributing to the improvement of the quality of Brazilian public basic education (Brazil, 2013).

The experiences resulting from the development of the PIBID program were analyzed in the study by Ambrosetti et al. (2013). The authors emphasize that the program helps foster the professional development of future teachers. The opportunities it provides, such as initial immersion to the school environment, learning about teaching, and experiencing the daily life of a school, enable the students to develop a more

reflective perspective on their practices. Furthermore, the study indicates that students' involvement enables them to cope with unexpected everyday situations and, most importantly, to recognize the experience of basic education teachers, valuing their pedagogical knowledge and the school environment as a formative space, which must be integrated with academic knowledge. This dialogue between theory and practice fosters a deeper reflection on the meaning of being a teacher, involving the confrontation of the daily challenges of teaching and an understanding of the complexity inherent in the profession (Ambrosetti et al., 2013).

In the field of Physical Education, future teachers also point out that the experience of teaching interventions, the teacher knowledge acquired through practice, and the methodologies learned and shared with colleagues in study groups are the main contributions of PIBID to their training (Lima et al., 2018). Furthermore, Clates (2015) adds that the Program enables students to build their professional identity, facilitated by a longer period of engagement and immersion in the school context. Unlike supervised internships, which often occur over a short period and can lead to the reproduction of the supervising teacher's and the school's identity, PIBID allows undergraduate students to develop greater autonomy in constructing their own teaching identity. It is also worth noting that this identity is shaped not only by experiences gained during undergraduate studies and early career entry, with its challenges and difficulties, but also by prior family and cultural experiences (Clates, 2015). In this sense, we understand that the knowledge built over the professional journey directly influences perceptions of teaching, bringing students closer to the reality of the profession.

Within this spectrum of discussions and research on PIBID, which already highlights the echoes, challenges, and potential of the program for teacher practice, we turn our attention to a specific experience of "how the program's implementation and development took shape" within a Physical Education project, specifically guided by readings, reflections, and school-based practices rooted in Historical-critical Pedagogy (Saviani, 2013) and

the critical-overcoming approach (Soares et al., 2006), both of which have historical roots in the field's development and highlight the dialectically established relationship between theory and practice.

It is worth noting that this text is part of a reflective process that has been ongoing since the early stages of the project (Krewer et al., 2024), as we understand that the very relationship between theories and teaching practice extends over time and involves a continuous process of reflecting on pedagogical praxis. Considering this context of discussions, this study aims to describe and analyze the experience within the Program, in light of historical-critical pedagogy and the critical-overcoming perspective, seeking to understand how teaching practice was constituted in the relationship between theory and practice and within the unique context of an eleven-month journey at a public school in the central region of the state of Rio Grande do Sul.

Methodology

The methodological process follows a qualitative approach and is based on accounts of experiences working at a Physical Education Center affiliated with PIBID. Drawing on the discussions by Mussi, Flores, and Almeida (2021) regarding the production of knowledge related to lived experience, employing experiential accounts as a methodological resource means not only describing what happened but doing so through an explanatory academic-scientific effort with critical-reflective implications grounded in theoretical and methodological support. Thus, the accounts, information, insights, and analyses that emerge from this effort to reflect on the work already carried out as PIBID fellows are mobilized by the ongoing initiative to connect with scientific knowledge and engage in critical reflection on the school, Physical Education, and, above all, on teacher training.

This Physical Education Project Development Center was affiliated with a public school located in the central region of the state of Rio Grande do Sul. The school is part of the state education system and serves primarily lower-middle-class students, reflecting a socioeconomic context that directly influences school dynamics and pedagogical possibilities. In terms of infrastructure, the school had an indoor court and a grass field, which served as the main venues for activities. Regarding teaching materials, although there were quantitative limitations, the school had at least one ball in suitable condition for each sport covered, such as futsal, handball, basketball, and volleyball. In addition to support materials such as mats, cones, and ropes. These materials, although limited, were repurposed in pedagogical practices, allowing for the diversification of activities and encouraging approaches adapted to the school's context, thereby enhancing students' experiences.

The program was designed for 7th and 8th grades, with lessons held every Tuesday. Each class participated in a 45-minute period, which required pedagogical planning that incorporated dynamic and direct strategies to ensure effective use of the available time. The organization of activities sought to balance moments of practical experimentation, theoretical discussions, and reflections on the content covered. Given the specific characteristics of the Elementary education, even though they were in the final years, it was necessary to adopt a teaching approach that mobilized students and fostered constant interaction to stimulate these reflections and discussions. This was largely due to the students' profile, as they tended to value only the instrumental practice of the lessons.

It was in this context that the pedagogical approach needed to balance the theoretical and reflective components in a ludic and participatory manner, in order to spark students' interest and promote meaningful learning. Although this text focuses on the uniqueness of a project guided by Dermeval Saviani (2013) and Soares et al. (2006),

developed over eleven months in 2023, we emphasize that the authors have different experiences within the Program, whether as students in the undergraduate program in Physical Education or as supervisors in various initiatives. It is through these trajectories that the debates, contrasts between experiences, and nuances in interventions were perceived and informed the descriptive and analytical accounts.

Among the activities carried out during the development phase of this project were weekly meetings with the school-based group at that school and general meetings of the PIBID institutional project, during which we shared experiences, devoted time to studying the theoretical-pedagogical approach under consideration, and defined the school contents. In addition to these discussions and planning sessions, we also drew on our experiences at the school, in the classrooms, and the situations shared with students and teachers at the host school. These experiences were incorporated into the lesson plans and reports we prepared – significant sources of information that helped us access memories and became the materials used in the Explanatory analysis of this experience report.

By reviewing our memories and documents, such as lesson plans, informal notes, and the final report, we established a process of data triangulation (Cauduro, 2004) between the sources we produced and the theoretical frameworks we consulted. This process led us to develop two categories of analysis: the first is dedicated to characterizing the theoretical-pedagogical framework that guided our work at the Center and to describing how we developed approaches to teaching practice; subsequently, as a second axis of discussion, the analysis highlights the implications of this PIBID experience for teacher education beyond the scope of the program.

Saviani's five steps and the 'guide' to performance

In analyzing the teacher training process in conjunction with the PIBID experience, we found that the integration of Historical-Critical Pedagogy served as one of the starting points for developing the work to be carried out within the school environment; moreover, understanding how this approach relates to the history of physical education ultimately emerged as a central element in creating, developing, and evaluating daily pedagogical practices.

It is worth noting that Historical-critical pedagogy is one of the counter-hegemonic pedagogies that emerged in Brazil between the 1970s and 1980s, in a context marked by the need to develop new pedagogical approaches that would challenge the prevailing order (Hermida; Mata; Nascimento, 2010). Thus, this pedagogy draws its primary inspiration from the book 'School and Democracy', published in 1983 by Professor Dermeval Saviani, which is grounded in dialectical theory from the perspective of historical materialism, in accordance with the historical-cultural psychology developed by Vygotsky's School.

Building on the debates initiated by Hermida, Mata, and Nascimento (2010), it becomes clear that Dermeval Saviani attributed to this pedagogy the task of identifying the most developed forms of objective knowledge throughout history, understanding the conditions of its production and its main manifestations, as well as analyzing its trends of transformation. It is worth noting that the proposal aims to convert this knowledge into school contents, making it accessible to students within the space and time of the school. Finally, it highlights the importance of ensuring that students not only assimilate knowledge as a result but also understand the process of its construction and its possible transformations (Saviani, 2013).

In this same context of the 1980s, Physical Education was questioning its identity and its own discourse, which, until then, had been predominantly linked to the natural sciences and guided by sports-oriented

paradigms (Bracht, 2003). It was against this backdrop that new theoretical and methodological approaches were proposed, one of which was the critical-overcoming perspective (Soares et al., 2006). This proposal, in line with Historical-Critical Pedagogy, seeks to systematically organize knowledge in a way that enables students to appropriate this knowledge as it has been historically constructed and accumulated by humanity, advocating for a school that develops content from the perspective of the working classes and facilitates “the interpretation of reality, establishing concrete links with political projects for social change” (Soares et al., 2006, p. 63).

Furthermore, this approach views “Body culture” as a subject of study in physical education, covering topics such as games, sports, gymnastics, martial arts, and dance. Regarding the selection of these topics for classroom instruction, it suggests that factors such as their social relevance, contemporaneity relevance, and adequacy for students’ socio-cognitive characteristics be taken into account (Soares et al., 2006).

Following this historical overview, one can agree with Hermida, Mata, and Nascimento (2010), who identify points of theoretical and methodological convergence between Historical-Critical Pedagogy and the critical-overcoming perspective. The authors emphasize that both constitute a pedagogy/approach geared toward social transformation in favor of the popular classes. Furthermore, from an ideological standpoint, they share a commitment to overcoming the inequalities inherent in class-divided societies, with dialectical historical materialism as their epistemological foundation.

After highlighting the similarities between these two approaches, it is essential to understand the methodological framework proposed by Saviani (2013), structured in five steps correlated with the objectives of Historical-Critical Pedagogy. By approaching education from a critical perspective, the author views social practice as a fundamental element of mediation, serving as both the starting point and the endpoint of the educational process, albeit with distinct meanings at each stage.

Thus, at the outset, social practice is understood as that which is shared between teacher and student, even though both possess different levels of understanding. Although the teacher integrates their knowledge with the pedagogical experience of social practice, this synthesis is preliminary due to the need to anticipate what can be addressed and the level of understanding of their students (Saviani, 2013). The student, on the other hand, finds themselves at a syncretic level, in which their status as a learner hinders the integration of their knowledge and experiences with pedagogical practice. Subsequently, Saviani (2013) refers to the second step as “problematization,” the moment in which, through questioning and provocation, the essential problems related to social practice are identified, along with the necessary knowledge that students must acquire in order to resolve them.

In light of this, the process of “instrumentalization” emerges, presented as the third step by Saviani (2013), which consists of providing students with the theoretical and practical tools necessary to solve the problems raised by social practice, with a view toward omnilateral human emancipation. Immediately following this, the fourth stage is termed by the author as ‘catharsis’, in which the student operates a new qualitative synthesis, building upon the knowledge acquired during this process. The intention is to establish a new level of understanding regarding the content addressed, enabling the student to overcome existing contradictions in society and offer a critical reflection on the content.

As a final step, “social practice” returns as a point of arrival. This social practice is understood in a more complex and articulated way as students acquire a deeper level of understanding of the content that the teacher had already synthesized from the outset, and students demonstrate the ability to express an understanding of the practice that is as sophisticated as the teacher’s (Saviani, 2013). In this sense, it is possible to acknowledge that social practice is transformed into a pedagogical space

guided by dialogue and the construction of knowledge that leads students to understand it in its multidimensionality.

It was through engagement with the objectives and frameworks that make up this pedagogical proposal, in the sense that it seeks change through education in its omnilateral sense, and its alignment with the critical-overcoming approach (Soares et al., 2006), which, more specifically, also aims for this change through Physical Education, that we established a process we call the 'Didactic-pedagogical guide', through which we outline a 'didactic-pedagogical roadmap' to be followed throughout the entire class, composed of political concepts regarding our understanding of education and methodological systematizations. Thus, integration into the school context, made possible by PIBID, allowed us to make the first connections between theory and practice.

The development guided by these five methodological steps did not follow a rigid, linear sequence. As Saviani (2013) points out, it is a dynamic process in which the steps are linked in a continuous and dialogical manner. The planning, therefore, was based on two fundamental axes: on the one hand, the selection of content, often related to the courses we were taking or had already taken in our Physical Education undergraduate program, which allowed us to reframe academic knowledge in light of pedagogical practice and develop proposals that fostered a critical mediation between school contents and systematized knowledge. On the other hand, this planning was grounded in the recognition of the students' concrete reality, taking into account their prior knowledge, experiences, and the sociocultural context in which they were embedded, which shaped the initial social practice.

Based on this dialogue between theory and practice, the remaining components of the lesson plan were developed. During the problem-posing phase, we sought to prompt reflection through concrete situations and challenge students to rethink their experiences. Subsequently, the implementation phase involved both physical activities and the theoretical foundations of each topic, providing tools for a broader understanding of the

subject. It is important to note that, at this stage, we made use of the technical-tactical elements of sports, not only recognizing their importance within athletic practices but also as a pedagogical strategy to engage students with the proposed content. Our intention was to draw on elements with which they identified with and took pleasure in practicing, and from there, guide them toward discussion, active listening, and reflection.

Catharsis occurred when students demonstrated a critical-qualitative appropriation of the knowledge we had explored, reframing their experiences based on the new understandings they had constructed. However, this moment was also marked by limitations, often stemming from resistance to fully engaging with the activities and content presented. In this sense, we understood that our classes constituted a complex landscape of negotiations, in which tensions, adaptations, and active listening were constantly present, requiring us, as educators, to demonstrate sensitivity and flexibility in dealing with the specific dynamics of each group.

Finally, the culminating social practice aimed to revisit initial social practice, now viewed through a new lens and transformed by pedagogical mediation. It is worth noting that, although planning was guided by this structure, practical implementation did not always occur in a linear sequence. Issues such as limited time, physical space constraints, or unforeseen daily events required adaptations and sometimes resulted in a certain fragmentation of the planned activities. However, even with these difficulties, pedagogical intent remained the central focus of every decision.

In this context of engagement with the school environment and teaching practice, we observed various contrasts between what was idealized and the reality of the school setting. This situation required a commitment to deepening our theoretical-methodological understanding of the approach used, demonstrating that putting a pedagogical proposal into practice goes beyond simply reading and discussing it. This situation challenged us to develop didactic-pedagogical interventions within this

context, as we began to analyze, through our lived experiences, the contradictions between theory and practice and between idealizations and the concrete dynamics of daily life, both during the development of the PIBID program and, especially, in the period following its completion.

An analysis of the contradictions observed during the intervention highlighted significant challenges in the attempt to develop a critical and dialogic pedagogical approach in Physical Education. Among these, the difficulty in establishing spaces for dialogue with students, the absence of a culture of student protagonism, and resistance to addressing content that deviated from traditional formats stood out. These elements revealed both the strength of the reproductive models still present in the school and the limits and tensions faced when proposing ruptures with the status quo. Some of these insights only became more evident after the program's completion, when it was possible to reflect with greater distance and depth on the process experienced. Others, however, had already manifested during classes, albeit sporadically and intersected by the immediacy of pedagogical practice. This process of analysis allowed us to recognize, with greater clarity, the tensions existing between the theory we studied in our initial teacher education and the concrete conditions of pedagogical practice, revealing that the construction of counter-hegemonic proposals requires time, listening, negotiation, and, above all, a willingness to deal with the contradictions of everyday school life.

Among the challenges we faced, one was creating a 'space for dialogue and questioning' with the students, as we realized that this called into question the way Physical Education was being taught, focused on the practice and repetition of content, and concentrated on sports such as futsal, volleyball, handball, and basketball. Therefore, breaking away from this reality and introducing an approach involving dialogue, questioning, and different content was a difficult process to implement. However, through the gradual implementation of the lesson plan, structured around the 'five steps' proposed by Saviani (2013), students gradually came to understand the

course of the lesson and the way in which we would develop the content through the end of the program. Given this challenge, we realized that this first point of the ‘guide’ should be recognized as an important step toward beginning to foster critical thinking in students.

At the same time, “critical thinking” was another contradiction we observed, since, based on the questions and debates proposed, particularly in the second step suggested by Saviani (2013), students were expected to express their opinions on the subject. However, this was not present in the classes, as it was not part of the discursive tradition of Physical Education at the school for students to be open to debate. It was necessary to take this reality into account and gradually encourage students to think and reflect on the content that was presented. Thus, we understood that it is essential to acknowledge every student’s expression as a means of developing their critical thinking, and that processes related to critical thinking do not necessarily occur during ‘instructional time’, but extend beyond the school environment.

Furthermore, another challenge we identified was that of successfully “addressing content related to body culture” that went beyond the activities traditionally covered in class, as there was resistance on the part of the students, both to performing the activities and to participating in class. This situation led us to develop a set of alternatives to mediate the tension without creating conflict. In this case, we negotiated with the students, so that one week they would participate in the class with the systematized knowledge, and the next week they would choose the content to be covered.

It is worth noting that by adopting this approach to teaching, we were also able to help students develop critical thinking skills and become protagonists in the creation of knowledge, as they had to work together to decide on the content for each class through discussions and voting. Throughout this process, we observed increased participation, a greater sense of autonomy, and a willingness to encourage their peers to engage in class activities.

Taking into account the five steps proposed by Saviani (2013) – social practice, problematization, instrumentalization, catharsis, and final social practice – it was possible to incorporate content related to body culture into the educational environment to stimulate students and foster a process of reflection grounded in theoretical discussions, thereby encouraging critical thinking about the material. This process facilitated the encountering and overcoming contradictions and the creation of alternatives, serving as a ‘guide’ both in terms of political-pedagogical orientation and in the design and structuring of classes, constituting a didactic-pedagogical pathway for the systematization of collective learning processes.

Teacher initial training at the intersection of theory and practice

The conclusion of this cycle allowed for an in-depth reflection on what was actually accomplished and built throughout the entire process, as well as on the repercussions that followed its completion. By revisiting these experiences, it was possible to identify two key moments worthy of note, in which the outcomes of this experience are significantly evident: the Individual Teaching Initiation Final Report, a document submitted upon completion of the PIBID project, and the Mandatory Supervised Internships associated with the Bachelor’s degree program in Physical Education.

The first reflective step takes the form of the Individual Teaching Initiation Final Report, a document in which we describe our experiences in the program, highlighting the key lessons learned. Beyond the learning related to the organization and systematization of contents, such as the development of lesson plans tailored to specific classes, and the planning and adaptation of lessons according to circumstances, we emphasize that working in a public school presents daily challenges. Among these, the use of substandard materials, often worn out by time, or even the absence of such resources stands out, requiring teachers to constantly adapt and be

creative. Added to this is the precarious state of many school facilities, which often lack adequate accessibility and safety conditions.

This scenario aligns with the reflections of Furtado and Silva (2019), who, based on their experience, also highlight the limitations encountered in within the school environment, particularly regarding the difficulties of teaching the systematic treatment of school knowledge. According to the authors, students often struggle to understand teachers' pedagogical approaches, revealing gaps left by previous teaching processes marked by an unsystematic approach to Physical Education. We also agree with him in emphasizing that education cannot exist without an effective and continuous Transmission-assimilation of systematized knowledge among individuals. To this discussion, we also add the importance of approaching Physical Education content as expressions of body culture, that is, as practices laden with historical, social, and cultural meanings. Thus, for this exchange to occur meaningfully, it is essential to understand who the individuals are with whom we will share the educational process, as well as the types of educational processes to which they have been previously exposed.

In this regard, when we revisit the theoretical framework adopted and its main objective, it becomes clear that this approach also influences the scholarship holders' critical reflection processes, as they come to understand the various elements that make up the objective reality of the public schools and to critically examine diverse issues that permeate the educational context, such as structure, organization, funding, and the way schools and education are understood by government agencies. These aspects contributed significantly to their professional and personal development, allowing them, even as students, to understand their role and responsibility as teachers, embedded in both the school context and the community.

Just as noted by beginning teachers who graduated from the PIBID program in Ceará, who described the program as a turning point in their careers and highlighted its contribution to the development of confidence, professional identity, and teaching practice (Farias; Silva; Cardoso, 2021), we also realized in our own experience that this program was essential for addressing the challenges that emerged later, especially during the mandatory supervised internships. In this regard, right from the outset of the internship process, we recognized the program's importance even more clearly, as it familiarized us with the school environment and its dynamics, which significantly helped us carry out our internship activities with greater confidence and consistency.

Furthermore, feeling more confident allowed us to explore Greater teaching autonomy, experimenting with new activities, methodologies, and approaches. We even sought to challenge ourselves to apply different theoretical frameworks to ground our pedagogical practice. However, during lesson planning and the mediation of lessons, we often found ourselves returning to our “guide,” whether out of a sense of security, habit, or even implicitly. Upon analyzing the experience described here, we understand this movement as something that constitutes the beginning of the teaching trajectory, in which the references for teaching labor are established; at the same time, it was possible to understand how the critical-overcoming approach in Physical Education is committed to the omnilateral and emancipatory formation of individuals.

In the midst of these experiences that have shaped us as teachers, we have observed that, even when we begin by striving to follow a specific approach to guide our lessons, in the end, these approaches become an integral part of our methodological repertoire, such that different theoretical influences intersect and are resignified in practice. The experience of teaching on the reality of the school floor, therefore, can become a way to challenge the belief that only practice shapes the teacher, to the detriment of theoretical grounding, a narrative that fosters a false theory-practice dichotomy.

Final thoughts

The experience gained through the Institutional Program for Teaching Initiation Scholarships (PIBID) in the field of Physical Education, analyzed from a critical-overcoming perspective, reveals the complexity and challenges inherent in teacher training within objective reality of the public school. The articulation between theory and practice, mediated by Saviani's (2013) five methodological steps, enabled the development of pathways for fostering students' critical thinking and understanding the contradictions present in the school environment.

We observe that a critical-overcoming approach remains relevant for guiding teacher education and pedagogical practices in Physical Education, particularly due to its commitment to social transformation, the promotion of body culture, and the encouragement of reflection. However, we highlight the need for adaptations and flexibility to address the specificities of the current school context, which is marked by cultural resistance, structural limitations, and diverse student profiles. These adaptations involve recognizing the time and space needed to build critical thinking, employing strategies that promote active listening and the gradual participation of students, and engaging in theoretical-pedagogical mediation that takes into account the concrete conditions of practice, reconciling theoretical ideals with the real dynamics of the school. Furthermore, teacher education must incorporate a continuous reflective perspective that integrates theory and practice in a dialogical manner, enabling the teacher-in-training to navigate the challenges and possibilities of everyday school life, redefining their role and strengthening their professional identity.

Furthermore, the PIBID experience has shown that the development of a teacher does not occur solely through empiricist practice, but through the integration of different theoretical perspectives, personal experiences, and the concrete demands of the school environment. This complexity

reinforces the need for a formative process that promotes continuous critical reflection and prepares teachers to navigate the contradictions and challenges of the profession. Despite the difficulties faced, we demonstrate that engaging with Historical-Critical Pedagogy and the critical-overcoming approach can be a fruitful path toward building an emancipated Physical Education committed to social reality, contributing to the training of teachers who are more critical, autonomous, and aware of their social role.

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