



Research Article

# Post-confinement pedagogical strategies of Physical Education teacher trainees

**Estrategias pedagógicas post confinamiento de docentes en formación en Educación Física**

**Estratégias pedagógicas pós-confinamento de professores estagiários de Educação Física**

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## ABSTRACT

The aim of this study was to analyze the pedagogical strategies used by Physical Education Pedagogy training teachers at a university in south-central Chile who are doing their professional practicum, and the approach to classes after confinement due to the COVID-19 pandemic. A qualitative methodology with a descriptive-interpretative scope was used. Semi-structured interviews were conducted with 12 subjects who are doing their professional practice in primary and secondary schools in municipal and/or subsidized private schools. The data were processed and analyzed using an inductive logic of categorization and content analysis. The results show that training teachers have the freedom to apply the guidelines provided in the curricular documents by the Ministry of Education, while highlighting that teaching and learning are significantly influenced by the characteristics and context of the students, as well as by the conditions of the educational establishments. It is concluded that face-to-face teaching has required the implementation of dynamic strategies, such as the use of educational applications and games and the integration of ICT to maintain students' attention. However, important challenges arise due to the decrease in effective class time, structural problems in schools, and a decline in students' learning levels and behavior after confinement, which complicates the fluidity and effectiveness of the educational process.

**Keywords:** Pedagogical Adaptations; Face-To-Face; Training; Physical Education; Professional practicum.

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## RESUMEN

El objetivo del estudio fue analizar las estrategias pedagógicas utilizadas por los docentes en formación de Pedagogía en Educación Física de una universidad del centro-sur de Chile que cursan el prácticum profesional, y el abordaje de las clases luego del confinamiento por la pandemia de COVID-19. Se utilizó una metodología cualitativa de alcance descriptivo-interpretativo. Se realizaron entrevistas semiestructuradas a 12 sujetos que cursan su prácticum profesional en primaria y secundaria en colegios municipales y/o particulares subvencionados. El tratamiento y análisis de los datos se desarrolló a partir de una lógica inductiva de categorización y análisis de contenido. Los resultados muestran que los docentes en formación tienen la libertad de aplicar las orientaciones de los documentos curriculares proporcionados por el Ministerio de Educación. A la vez, se destaca que la enseñanza y el aprendizaje se ven significativamente influenciados por las características y el contexto de los estudiantes, así como por las condiciones del establecimiento educativo. Se concluye que la presencialidad ha requerido la implementación de estrategias dinámicas, como el uso de aplicaciones y juegos didácticos, además de la integración de TIC para mantener la atención de los alumnos. Sin embargo, enfrentan importantes desafíos debido a la reducción del tiempo efectivo de clases, problemas estructurales en los establecimientos y un descenso en el nivel de aprendizaje y conducta de los estudiantes tras el confinamiento, lo cual complica la fluidez y efectividad del proceso educativo.

**Palabras clave:** Adecuaciones Pedagógicas; Presencialidad; Formación; Educación Física; Prácticum profesional.

## RESUMO

O objetivo do estudo foi analisar as estratégias pedagógicas utilizadas por professores estagiários de Educação Física em uma universidade no centro-sul do Chile que estão fazendo seu estágio profissional e sua abordagem às aulas após o confinamento devido à pandemia de COVID-19. Foi utilizada uma metodologia qualitativa de escopo descritivo-interpretativo. Foram realizadas entrevistas semiestruturadas com 12 sujeitos que estão cursando o estágio profissional em escolas primárias e secundárias em escolas públicas municipais e/ou subsidiadas. Os dados foram processados e analisados usando uma lógica indutiva de categorização e análise de conteúdo. Os resultados mostram que os professores em formação têm liberdade para aplicar as diretrizes dos documentos curriculares fornecidos pelo Ministério da Educação, ao mesmo tempo em que destacam que o ensino e a aprendizagem são significativamente influenciados pelas características e pelo contexto dos alunos, bem como pelas condições do estabelecimento de ensino. Conclui-se que o ensino presencial tem exigido a implementação de estratégias dinâmicas, como o uso de aplicativos e jogos didáticos, além da integração das TIC para manter a atenção dos alunos, mas enfrenta desafios importantes devido à diminuição do tempo efetivo de aula, a problemas estruturais nos estabelecimentos e à diminuição do nível de aprendizagem e do comportamento dos alunos após o confinamento, o que dificulta a fluidez e a eficácia do processo educacional.

**Palavras-chave:** Adaptações Pedagógicas; Presencialidade; Formação; Educação física; Estágio profissional.

## INTRODUCTION

The coronavirus (COVID-19) pandemic caused an unprecedented crisis in all areas. "In the field of education, this emergency has led to the massive closure of in-person activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact" (Economic Commission for Latin America and the Caribbean [ECLAC] & United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020, p. 1). Therefore, millions of students at different levels of education stopped attending in-person classes, generating a great challenge and the need to maintain continuity in the teaching and learning process.

Adaptation, prioritization and adjustment in the curriculum arose to "respond to the increase in the gap and inequality and, in turn, to the growing educational diversity that has been generated during the pandemic if it is accompanied by a plan appropriate to the reality of each school" (Ministry of Education of Chile [Mineduc], 2020, p. 5). This was essential to face the contingency and adapt school activities, since the pandemic transformed the implementation contexts, not only due to the requirements to deliver the information, but also due to the adjustment and visualization of the competencies with greater relevance according to the conditions of the moment. Decision-making and available resources challenged each teacher belonging to the school system and, according to ECLAC & UNESCO (2020), it is necessary for teachers to be able to make decisions regarding the curricular guidelines of each country, the conditions and circumstances of the students.

In Chile, the school year began on March 2, 2022 with the aim of achieving a safer and more leveling return to learning. According to Castillo et al. (2022), the return to classes was not as simple as some teachers considered, due to the social changes that occurred after the social outbreak and confinement due to the pandemic. The behavior and thinking of students regarding certain social issues changed, as did their interest in classes. Teachers faced an accelerated change of model, with the adaptation of new didactic-pedagogical strategies, understanding that they are essential components of the teaching process, since they are a system of actions that allow the completion of a given task with the required quality, facilitating the interaction of the learner with knowledge (Zambrano et al., 2018). According to Rubio et al. (2020), there are no unique or specific strategies; each teacher is responsible for selecting the most appropriate ones according to the context and characteristics of the students.

As proposed by Schilling et al. (2023), teaching strategies must consider the social changes that affect students and the different realities that each one faces. Therefore, teachers must consider these aspects before planning their teaching strategies and methodologies, in order to efficiently reach each student, without depriving them of knowledge. In other words, each teacher must evaluate the context, learning style and development level of the students before selecting the strategies, since the content is not the only sufficient factor to address the teaching-learning process (Pamplona et al., 2019).

The return to face-to-face classes forced teachers to look for new pedagogical strategies to adapt to this context, but it is also necessary to consider emerging problems. According to García & Lizandra (2022):

Improving educational practice is one of the main concerns of teachers in general and, therefore, also in the field of Physical Education (PE). Constant social changes generate new educational demands that require alternative approaches to traditional teaching styles (p. 1037).

Faced with this situation, teachers in training who are doing their professional practice in the area of Physical Education have also had to make modifications and adapt to the new demands in order to carry out their classes. According to López (2017):

Pedagogical management within the educational system must be recognized as a process that facilitates the orientation and coordination of the actions carried out by teachers at different levels to manage the educational teaching process [...] that responds to the object of education according to the demands of society (p. 202).

Despite having completed online practices, it is possible that the same pedagogical strategies cannot be used at present, since, as described above, everything has undergone transformations.

There are various pedagogical strategies to use in classes, but it is necessary to use and find the most appropriate one to achieve meaningful learning in students. A clear understanding of the environment in each course allows us to overcome the difficulties that may arise, providing the necessary tools to meet the expectations of the educational system in terms of content and needs of each student, since "the design of teaching strategies must be oriented to a specific purpose taking into account the needs and characteristics of the group" (Sánchez et al., 2019, p. 279). The facilitator of the processes can rely on didactic tools that attract students and generate curiosity.

In the institution studied, teacher trainees are assigned to various educational establishments, which must meet certain requirements to address the teaching-learning process according to the established content (Souza de Carvalho et al., 2020). Among them, pedagogical strategies stand out, which must be in line with the return to in-person schooling.

Therefore, the objective of this study was to analyze the pedagogical strategies used by Physical Education Pedagogy trainees at a university in central-southern Chile to address classes after confinement.

## **METHODS**

This study has a qualitative descriptive-interpretative design, which focuses on a specific scenario to understand specific situations (Ricoy, 2006). Twelve teachers in training from a higher education institution in a region of central-southern Chile were interviewed. They were doing their final professional practice. The technique used was the semi-structured interview, developed from questions validated by a group of expert judges and prepared under a systematization matrix based on dimensions obtained from the review of the reference framework (Taylor & Bogdan, 1987). Each interview lasted approximately 30 to 45 minutes, and the participation of the trainees was voluntary. The inclusion criteria were: a) being a student in Physical Education (PE) practice; b) developing the practice in primary or secondary school; and c) doing the practice in a municipal or private subsidized

educational establishment. Data processing and analysis was carried out using an inductive logic of categorization (Almonacid-Fierro & Almonacid, 2021) and through Bardin's (1986) content analysis. Previously, the researchers obtained informed consent to guarantee the confidentiality of the participants, respecting their privacy and emphasizing voluntary participation. Finally, each teacher interviewed was informed about the purpose of the interview and was asked for permission to record the session, so that the ethical aspects of the research could be protected, in accordance with the guidelines of the Singapore Declaration (2010).

## RESULTS

The systematization matrix (Table 1) is presented, whose macro category focuses on the pedagogical strategies used by teachers in training to address face-to-face classes after confinement. From the analysis of the data, three primary categories emerge: "Pedagogical strategies", "Organization of the establishment" and "Problems", from which nine secondary categories emerge according to the coding carried out on the primary categories. Each story presents a nomenclature to identify the subject and their responses.

**Table 1.**  
*Data systematization matrix and its definition*

Mega category	Category	Category definition	Subcategory
<b>Pedagogical strategies used by teachers in training to address face-to-face classes after confinement</b>	Pedagogical strategies	Actions established by teachers to achieve the proposed objective.	Selection criteria
			Implemented in person
			ICT integration
	Organization of the establishment	How the educational community has been organized in the teaching and learning process.	Contents
			Teaching hours
			Curriculum Flexibility
	Problems	Situations that make it difficult to carry out the teaching and learning process.	Structural conditions
			Attitudes
			Decreased learning development level

Below is a description and interpretation of each established category and subcategory. Each response has a code that identifies the subject interviewed (S n°).

### *1.1 Category "Pedagogical strategies" - First subcategory: Selection criteria*

In the selection criteria subcategory, teacher trainees describe the adaptations and decisions made to generate a teaching and learning process:

"The characteristics of the students and another very important point is the number of students they attend" (S5).

"First of all, the characteristics of the students, always see how they are or more than anything how they show themselves, how they work, how they relate to others, then see the context in which they are inserted, in the environment, see also the material available in the establishment, the conditions" (S7).

"I am guided by the context of the course, because all the courses are different, so I cannot be using, for example, the same activity between a fifth and a sixth, because maybe in a fifth it may work for me and in the sixth it may not, or vice versa" (S11).

The subjects mention that the main approach to generate a teaching and learning process is to consider the characteristics, quantity and context of the students, as well as the materials and the educational establishment where they carry out their professional practice.

### *1.2 Category "Pedagogical strategies" - Second subcategory: Implemented in person*

This subcategory mentions the most commonly used strategies after returning to face-to-face classes to meet the stated objectives. The subjects express:

"I try to find applications with educational games, I try to vary these types of strategies, always using just one thing; the children do not pay attention to it afterwards. So, I try to integrate these games like roulettes, word searches, opening the surprise box, asking questions. As for the practical, I mostly do games" (S3).

"The strategies are to use different tools to deliver the learning, videos are shown, execution is shown, everything we can use so that they understand the exercise well, the content and the concepts that are worked on in class" (S10).

Teachers in training mainly use educational apps and games to capture students' attention and generate effective learning. They also employ direct command and participatory methods.

### *1.3 Category "Pedagogical strategies" - Third subcategory: Integration of ICTs*

In the subcategory of ICT integration, the subjects mention the applications and/or platforms most used as a pedagogical resource in the classroom:

"I have used a lot of what we did online, the truth is, the topic of presentations, educational games in the theoretical part, I think it helps to make the class more entertaining and to pass the theoretical in an easier way" (S8).

“Usually, I show them a game related to a subject, sometimes mathematics, language, but generally I use mathematics through an interactive game. I always use those online games, and from there I show them an interactive video or I explain the conceptual content through a ppt with images” (S10).

“In all classes I show ppt and videos; now, as there are more topics on environmental emergency and pre-emergency, I have taken advantage of this to make classes more educational, adding internet games such as Wordwall, and I have also used Kahoot with the older students” (S12).

Participants express that they have used the resources or tools used during online classes, either for theoretical classes due to environmental conditions, the conceptual phase or to relate them to other subjects.

#### *1.4 Category “Organization of the establishment” - First subcategory: Contents*

In the content subcategory, teachers in training describe the set of knowledge, skills and abilities focused on the development of the subject:

“I try to do everything to not only train the body, but to teach them how they could train their own body, so I am constantly doing, or trying to do, giving information or asking, for example, things about anatomy” (S6).

“The content that the school started to work on is physical condition, focusing a lot on qualities or motor skills, depending on the course” (S8).

“The content that we are working on from first to fourth grade are basic motor skills, and from fifth to second year of high school, everything that is physical qualities, since third and fourth are electives” (S11).

The subjects mention that the contents addressed are mainly physical qualities in the second basic cycle up to the fourth year of high school, and basic motor skills in the first cycle. They also relate these aspects to daily life and other areas.

#### *1.5 Category “Organization of the establishment” - Second subcategory: Teaching hours*

In this subcategory, teachers describe the time and/or effective duration of their classes:

“It is too short. We waste time just by passing the list and in the end we work for about 30 minutes on what has to do with the class” (S4).

“I would even say that, instead of reducing it, they should put more emphasis on it, because if you notice, now in the third year of high school they have two blocks of 45 minutes a week of physical activity. That is nothing compared to what they should have” (S9).

“A lot of time is lost in the mornings due to the issue of prayer with the little ones, for example, they have a period of reflection, so they lose, for example, 10 to 15 minutes of class and we have 45 minutes left” (S10).

Teachers say that the development of their classes has been affected by the reduction in effective hours and the number of these, due to formal aspects such as attendance, changing clothes and hygiene habits.

### *1.6 Category “Organization of the establishment” - Third subcategory: Curricular flexibility*

In the subcategory of curricular flexibility, teachers express their perceptions regarding the organization of content according to the prioritized objectives:

“I feel that it is not effective, that is, I feel that the contents can be addressed in a normal way. Prioritisation is not necessary, but rather finding answers to how to apply them to the other contents” (S4).

“I think that, I mean, it is ideal, really, because one has the study programmes and the bases, but more than anything that makes it clear that they are like a guide for the teacher. So, one knows how to interpret it and how to apply it” (S7).

“It gives us the ease of working on what we want, obviously without losing the focus that they propose to us” (S11).

Teachers in training express that it is ideal to use curricular prioritization and flexibility as a guide, since they have the authority to decide how to apply them according to the context in which they are developed.

### *1.7 “Problematic” Category - First subcategory: Structural conditions*

In the subcategory “structural conditions”, the teachers interviewed express their experiences in the establishment in relation to the resources and/or spaces available to teach classes:

“The playground doesn't have a roof and that is quite complicated because of the rain” (S2).

“The materials, I feel that there are very few resources in that sense and another thing is that sometimes a gym is used for two classes, so the environment, the noise, all that affects a little the explanations that one gives” (S4).

“When it rains, in the space that is occupied, for example, there are two classes at the same time doing Physical Education classes. You have to share the gym... the noise makes the instructions of the class difficult and, in other aspects, it doesn't” (S8).

The interviewees say that the lack of resources and/or materials creates difficulties in the development or implementation of classes. Likewise, noise and the availability of spaces affect the achievement of objectives.



### *1.8 "Problems" Category - Second subcategory: Attitudes*

In the "attitudes" subcategory, teachers in training describe the behavior of students after returning to in-person classes:

"It is difficult to modify their behavior in class, therefore, this is reflected in several events that have occurred in the school. Unfortunately, due to the violence with blows, after just over two months, there is already a student expelled for hitting another. Therefore, the main problems are behavioral" (S5).

"The behavior of the students in our classes, suddenly due to their own behavior, they come with the 'I don't want to work if I don't want to.' Respect is being worked on there, but it is not an environment of much respect, nor with their own classmates" (S10).

"Normally, because they are fighting or pushing each other or saying things to each other, they do not pay attention to me, which is often in the classroom... They are not listening to me. In the yard, as it is much larger, they get distracted, they hit each other, and one, by dedicating oneself to the group working in general, often fails to reprimand the disorder. Many do not listen to the activity, therefore, they waste a lot of time trying to do each activity" (S12).

Teachers in training agree that there is a behavioral problem among students after confinement. Repeated physical violence was also evident in some establishments, and attitudes make it impossible for activities to flow or for classes to develop properly.

### *1.9 "Problems" Category - Third subcategory: Low level of learning development*

In the subcategory "low learning development level", teachers in training comment on the learning level of students, according to their age and the content covered in the subject:

"Decline' could be called in terms of the students' handling of knowledge. I am in high school and, for example, when we started, in the first or second year, they did not have much knowledge" (S3).

"Students who are in the period of adolescence begin to lose a little the notion of their body, the coordination of their limbs. So, a lot of focus has been placed on that ability that is more diminished according to their age" (S6).

"They lost that learning of normalization in classes, basic learning like values, respect, and also communication with their classmates. It has been a whole issue because it is like re-educating the students, who in the end stay like in seventh grade, because their cognitive learning, both in language and in mathematics and in Physical Education, according to the different tests they did in high school, came very low. The percentage was very low for them" (S10).

Teachers in training agree that students have experienced a decline in their level of learning, both in concepts and physical development, according to their age.

## DISCUSSION

The objective of this study was to analyze the pedagogical strategies used by Physical Education Pedagogy trainees at a university in central-southern Chile who are doing their professional practicum, as well as their approach to classes after confinement due to the Covid-19 pandemic. In this context, the results presented pose challenges and adaptations to the new reality experienced by Physical Education teachers, who had to continue their teaching work in a transformed educational situation.

### *Pedagogical strategies*

Teachers in training in Physical Education Pedagogy who are taking the professional practicum agree on pointing out certain key considerations when generating a teaching and learning process, depending on the objective or purpose of the unit. Among the highlighted aspects are the characteristics and the number of students in class, the context, the available materials and the organization of the establishment, fundamental aspects to fulfill the teaching role and generate a pleasant environment for students, where they can learn through motivation, fun and active participation (Rodríguez et al., 2022).

Regarding the context and characteristics of the students, teachers emphasize the importance of considering them in each decision or modification implemented when selecting pedagogical strategies. These must be adapted in a particular way to each course and even to each student, since an activity that works in one group will not necessarily be effective in another at the same level. The most commonly used pedagogical strategies are technological applications and educational games, in order to capture the attention of students and innovate in the explanation of content, turning Physical Education classes into a favorable setting to promote healthy lifestyle habits. In addition, the platforms used in online classes during previous years have been implemented in theoretical classes when there is a pre-emergency or environmental emergency, such as the use of Kahoot, Wordwall, PowerPoint presentations, videos and interactive games. This is consistent with what Peñaloza (2022) stated, who argues that the variety of activities and resources in a class generates an innovative and creative process that motivates students to learn in a meaningful way.

It is evident that virtual classes helped teachers in training to become familiar with ICT and a wide variety of digital platforms, which currently promote a positive attitude in the classroom. These tools allow students to learn specific content and motivate them to participate, facilitating the expression of opinions and promoting collaborative work. In addition, teachers can use these tools for formative assessments, providing feedback to students, as noted by Echeverría (2020), who highlights that ICTs allow promoting and reinforcing learning by sharing knowledge between teachers and students.

The search, selection and implementation of a variety of solutions are essential in the face of adversities in classes. However, it is essential to respect the objectives of the Physical Education and Health subject, which include the comprehensive development of students through movement, games, dance and sports, among others. Not deviating from the purposes outlined in the curricular bases and the curricular prioritization - which provides opportunities for the development of motor skills, acquisition of knowledge and attitudes towards an active and healthy life - allows to enhance

learning and build a wide range of values, autonomy and knowledge, providing key tools for the cognitive, social and physical development of students (Cañon & Villareal, 2022).

### *Organization of the establishment*

Regarding the selection of content for the teaching process, each establishment was organized through the Physical Education department or with the teachers. According to the testimonies of those interviewed, basic physical qualities were mainly worked on from the second basic cycle to the fourth year of high school, prioritizing strength and speed, and leaving aside endurance due to the mandatory use of masks in some establishments, which generated greater fatigue in prolonged activities. In the first cycle, basic motor skills (manipulation, locomotion and stability) were addressed, related to daily life and other areas in recreational and dynamic activities.

The selection of content was successful, since it sought to execute, practice or demonstrate basic motor skills and physical qualities, which helped to recover certain learning diminished during the pandemic. However, some additional objectives, such as the description of bodily sensations or the importance of hygiene, could have been integrated (Medel et al., 2022; Castillo et al., 2023). Following the return to in-person classes, some schools opted to make the school day more flexible, which directly affected Physical Education classes. The reduction in effective hours and their number involved complying with certain formal aspects, such as attendance registration, knowledge activation and feedback, which forced teachers to rethink their pedagogical strategies to meet the objectives in a shorter time. This coincides with Valdivia-Vizarreta & Noguera (2022), who underline the need to make proposals and strategies more flexible to ensure the quality of the teaching process.

Regarding curricular prioritization, teachers express that it is ideal to use it as a flexible guide, since they have the responsibility of making decisions about the content and applying their own teaching strategies, adapting to the different social realities and needs of students (Castillo et al., 2023). However, the interviewees did not make significant changes to the methodologies, which is contradictory, given that the practice should be an opportunity to experiment with new teaching strategies.

Cabello et al. (2018) argue that teachers should promote a positive attitude towards Physical Education, presenting interesting activities that meet the needs of students. Therefore, varying the content, strategies, and common sports or activities can generate greater interest in the subject among students. Even the objectives worked on before confinement can probably already be reintegrated and implemented, as long as the most appropriate option is sought according to the establishment, the characteristics of the students and the possibilities.

The school is a space where education and healthy coexistence are present; therefore, teachers must make appropriate decisions and implement teaching strategies that consider all relevant factors, in order to promote comprehensive development in students (Reynosa et al., 2020).

### *Problems*

In the stories, one of the problems that arise in carrying out the teaching and learning process in the subject is the lack of resources and/or materials. Likewise, noise and infrastructure or available spaces affect the fulfillment of the objective, especially when the climatic or environmental conditions do not allow it and the establishment does not have other premises to carry out the classes.

The physical space, resources and infrastructure define and guide decision-making to generate optimal pedagogical strategies and guarantee the fulfillment of the objectives set throughout the semester. In addition, the regulatory frameworks and the management level of the establishment can facilitate such interventions (Cerdeira, 2018). Therefore, by not having an adequate premises or sufficient resources for the development of the classes, restrictions arise that force the use of classrooms, where students usually feel more comfortable (Ley & Espinoza, 2021).

Noise or the quality of the surfaces associated with the available infrastructures, such as gyms and playgrounds, also limit the achievement of the teaching and learning process. It is not the same for one class to take the class in the gym as for two classes to do so at the same time. The explanations of the activities are altered, affecting the concentration of the students and the fulfillment of the objectives (Cerdeira, 2018). It is therefore necessary for each educational institution to organize itself and have adequate facilities so as not to miss Physical Education classes when extraordinary situations occur.

Another problem that was observed in students after the return from confinement is behavior. It was evident that the level of aggressiveness had increased, which made the fluidity of the classes impossible due to scenes of violence. This phenomenon is related to social distancing and the suspension of classes, as well as many childcare centers, which forced minors to remain at home, where cases of child abuse are more likely not to be reported (Mineduc, 2021; Munevar et al., 2023).

When analyzing the responses of teachers in training, it is evident that confinement brought with it numerous obstacles that already existed previously, but which have currently intensified and become more relevant. This forces teachers to seek pedagogical strategies appropriate to the context, always seeking the well-being of students. According to ECLAC & UNESCO (2021), it is essential to work on mental health and the prevention of violence in the educational field, since it is not desirable to return to previous educational systems, characterized by authoritarian methods, because they are unequal and violent.

It has been an arduous effort to advance in educational systems so that, after confinement, authoritarian orders are not re-implemented in order to control situations such as the behavior and conduct of students in classes. Education must be a shared process, in which both teachers and students learn, acting as cognitive and critical beings, despite the differences between them.

In the subject of Physical Education, the mental health of students is extremely important, since it is directly related to their responses to class activities. According to Llerandi & Barrios (2022), although educators, psychologists and sociologists have contributed in different ways to the understanding of the discipline, there is consensus that motivation is fundamental in all human activities, and plays a key role in the formation and development of personality.

Finally, teachers in training agree that most of their students are lagging behind in terms of their level of learning, both in the conceptual and physical fields, depending on their age and phase of motor development. This is consistent with what Faúndez-Casanova et al. (2023) pointed out, who indicate that confinement caused an increase in sedentary behaviors in the school population, negatively impacting child development, which was evidenced by teachers when applying the diagnostic assessment.

The study highlights the adaptability of teachers in training as a strength, highlighting technological innovation, curricular flexibility, and attention to students' mental health. However, they face limitations such as insufficient resources, lack of significant changes in methodologies, unresolved behavioral problems, and the possible lack of generalization of results, in addition to discrete innovation in teaching practice.

## CONCLUSION

Teachers in training emphasize that teaching and learning are significantly influenced by the characteristics and context of the students, as well as by the conditions of the educational establishment. In-person classes have required the implementation of dynamic strategies, such as the use of applications, educational games and the integration of ICTs, to keep students' attention. However, they face significant challenges due to the reduction in effective class time, structural problems in the establishments and a decline in the level of learning and behavior of students after confinement, which complicates the fluidity and effectiveness of the educational process.

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