

## PET PHYSICAL EDUCATION AND LEISURE AND ITS EXTENSIVE ACTIONS: THE PERSPECTIVE OF STUDENT PERMANENCE

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**Abstract:** The present work aims to discuss the role of the Tutorial Education Program (PET) Physical Education and Leisure at UFMG and its extensive projects in the stay of students at the University. This is an experience report from scholarship students who work weekly on these projects. We conclude that the program's extensive actions contribute to leisure education, provide experiences in the university environment, act in the cultural formation of individuals and in the construction of a feeling of belonging to the university, creating an atmosphere of support and identification that favors the student's retention.

**Keywords:** Cultural Training; Games; Belonging

## INTRODUCTION

In the Brazilian context, entering university is a great aspiration for many young people who yearn for a better quality of life and entry into the job market. However, the way the university is organized, whether in the offering of subjects, distribution of hours, internships and other mandatory curricular hours, prevents a large portion of the population from being able to remain in higher education institutions. It is worth highlighting that it is not possible to determine a single factor that prevents students from remaining at university, due to the multifactorial nature of this occurrence.

However, the creation of identity and belonging to the university provided by leisure experiences can play an important role in alleviating this problem.

As stated by Requixa (1979), education today is understood as a notable vehicle for development, and leisure, an excellent instrument to encourage the individual to develop, improve themselves, and expand their interests and sphere. of responsibility.

Thus, the PET Tutorial Education Program-

Physical Education and Leisure of the School of Physical Education, Physiotherapy and Occupational Therapy (EEFFTO) of "Universidade Federal de Minas Gerais" (UFMG), believes in the potential of its extensive actions for creating bonds, identity, cultural formation and creation of a feeling of belonging that, consequently, affects the student's stay at the university. The actions are all based on theoretical references from great leisure scholars, recognizing the immense formative and educational power of these manifestations and experiences.

## MATERIALS AND METHODS

This work comes from an experience report of scholarship students from PET Physical Education and Leisure at UFMG. In this report we will discuss, from the perspective of permanence, the importance of three of the program's various extensive actions, "Games Afternoon", "PETokê" and "Freshman Reception", in creating identity and belonging to the university for the students who participate.

The "Games Afternoon" is one of the program's extension projects. It has existed for over five years, and offers workshops on analogue games (board and card games) for the university community. Currently, the action takes place twice a week, on Tuesdays and Thursdays, at lunchtime, throughout the academic semester. This project is based on the understanding of the game as a cultural phenomenon and recognizes playfulness as an essential element of culture, through which civilizations developed, as addressed by Huizinga (1938).

The "PETokê" project is in the testing phase, and takes place on the last Thursday of the month. It was implemented almost a year ago, and consists of offering Karaoke within the academic unit building, in which the melody is the participant's choice. The

creation of this new project has the same objective as the “Afternoon of Games”, and the aim is to provide new experiences and leisure opportunities for university students. Both actions take place in EEEFTO spaces, where the movement of students during breaks is greater. Although our actions are aimed at the entire academic community, the fact that most of them are offered in the EEEFTO building somewhat limits the scope to students from other courses.

The regularity and constancy of project implementation allow for the implementation of leisure education, sensitivity education and the construction of more lasting habits (BOURDIEU, 2003).

The “Freshman Reception” is another extension action of PET Physical Education and Leisure, which takes place in the first week of every academic semester at the university, and its main objective is to welcome new students from undergraduate courses in Physical Education, Physiotherapy and Therapy Occupational. This reception is made with diverse offers of different cultural leisure interests (DUMAZEDIER, 1980), such as physical-sporting, manual, intellectual activities and mainly social practices. Its first objective is to welcome new students by those who are already familiar with the environment, the university and what it means to be a student at the largest federal university in the country. This welcome is extremely important, considering the issues that surround a “freshman”, such as anxiety, lack of knowledge and not belonging to the place where they will study for the next few years. This belonging is also seen as the purpose of actions like this, and which contributes to the process of students remaining in higher education. As part of our participation as scholarship holders in carrying out these extension actions, we had the opportunity to experience an enriching and impactful

experience. During the development of these activities, we found that participants expressed a high degree of satisfaction and enthusiasm, evidenced by the frequent return and formation of stable participation groups. In careful observations, it became clear that the interactions provided by the actions went beyond the sphere of entertainment and fun; The activities established a space conducive to the development of social bonds, encouraging the formation of friendships, building relationships with the university space, expanding the possibilities for training and cultural experiences. Notably, on some occasions when the participant appeared tired or discouraged at the beginning of the actions, involvement in these activities provided a change in mood and a visible sense of well-being. Furthermore, these extension actions in higher education, with Leisure as a central element, allowed the experience of a wide range of cultural interests and the fulfillment of a basic need, which is leisure, providing all participants with opportunities for individual expression, relaxation, sharing of experiences, education of sensibilities and expansion of the playful cultural repertoire. With the frequent participation of those involved, we can infer that the activities of these actions were significant and align with the concept of the experimental continuum, defended by Dewey (1976). In this sense, the experiences provided led to others, perpetuating the expectation for future experiences.

Furthermore, participation in these PET Physical Education and Leisure extension actions has contributed to building a sense of belonging to the university among students. Therefore, the projects have given greater meaning to their presence in the institution, making them feel part of it, also enabling its participants to rest, have fun and develop (DUMAZEDIER, 1976), carry out cultural exchanges, stimulate imagination and

creativity and establish bonds of friendship, thus contributing to a humanist and critical formation.

## FINAL CONSIDERATIONS

It is extremely important to emphasize that the activities offered are not intended to fill students' free time, but rather to provide moments of relaxation, fun and training, free from academic responsibilities, in addition to expanding the cultural experience, collaborating with their socialization. Furthermore, the actions carried out by

PET Physical Education and Leisure also play a fundamental role in the training of scholarship students and volunteers who are part of its team. In addition to promoting the democratization of access to culture and leisure, both for the internal and external public of 'Universidade Federal de Minas Gerais' (UFMG). In summary, the extensive actions carried out by the program, although they cannot alone guarantee the students' permanence at the university, contribute to cultural and human formation and to the affirmation of students' identity, thus working to reduce this problem.

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