

Extracurricular Activity and Vocational Technical training: Meetings and meanings in Integrated Technical Teaching

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Abstract— Basic education is going through a transformation moment, in some states in Brazil schools are already implementing a new curriculum. Discussions of the new National Common Curricular Base are part of the teaching routine and in the case of federal institutes, the reformulations of pedagogical course projects are taking place on the various campuses. However, regardless of the result of the work of the commissions, the institutional pillars will be observed: the integration of teaching, research and extension. And it is in this scenario that we sought to analyze the teaching and student perceptions regarding the contributions of extracurricular activities in the integral formation and the protagonism of the IFRO Campus Porto Velho Calama student. Methodologically, a qualitative research was developed, based on a bibliographic study and field research using a semi-structured interview with 26 professors and 118 students. The results incited multiple perspectives regarding this relationship between extracurricular activities and income.

I. INTRODUCTION

With the advent of the National Common Curricular Base (NCCB), the curriculum for Basic Education is going through a moment of restructuring, readjustment and flexibility with respect to essential learning and integral training of the student. According to Brazil [1], the NCCB as a normative document defines an organic and progressive set of learning that is considered essential that assures the student's learning rights throughout all stages and modalities of Basic Education. In this sense, as pedagogical foundations, the NCCB proposes to focus on the development of skills with the commitment of promoting Integral Education to the student.

As initial assumptions, they constitute factors that culminate in the emergence of the transformation of teaching in Basic Education, especially in High School, the global changes in the lifestyle, in the way of living, knowing, being, thinking, acting and learning of the student, and consequently, in the act of educating and training this new generation [2]. In light of that, it should be noted that, from the potentiation of essential learning, pedagogical practice goes through a period of metamorphosis [3]. As main changes, the student's centrality in the educational process stands out; the construction of knowledge considering the needs and reality of this student; and youth protagonism in activities

from social practices that contemplate the contexts and scenarios in which the young student is inserted.

In this sense, the moment experienced in high school with the implementation of NCCB in many states in Brazil, is to rethink and re (create) educational practices based on active and collaborative learning [4;5]; innovate learning spaces and strategies in the classroom [6]. It is time to re (invent) and re (signify) the continuing education of the reflective teacher [7] considering Education by skills [8], the perspective of Integral Education, the student's Life Project, the centrality the young student in the educational process; the youth vision and youth culture of each locality; In short, there is an emergence through the innovation of the educational scenario in order to contemplate the central issues of the educational process that run through the pillars of education "learning to learn"; "Learn to know"; "Learn to live together"; "Learn to do" and "learn to be".

In this context, "learning needs to be meaningful, challenging, problematizing and thought-provoking, to the point of mobilizing the student and the group to seek possible solutions to be discussed and implemented in the light of practical theoretical references" [9]. The central concern in the school context is the preparation of the autonomous and critical student to self-manage and self-govern their training process from an integral perspective with a view to developing personal, cognitive, social, citizen and professional dimensions. Therefore, according to Freire [4], the teacher must perceive the student as a socio-historical and cultural subject of the act of knowing and expand his educational possibilities while respecting the coherence between know-how and knowing how to be.

As elements that support the debate around this metamorphosis that involves the curriculum of High School, it is pertinent to emphasize that they constitute triggers for this new educational scenario, the lack of interest of the student in the offered education; their distance from the classroom and the strong presence of traditional teaching methods. Linked to this, the advent of the information, knowledge and learning society points to the urgency that the school as a space for social transformation accompanies social, political, financial and technological changes [3] and develop cognitive skills, communicative and socio-emotional essentials for the integral formation of the 21st century student [8].

The contemporary youth does not have the same profile and cultural behavior as previous generations. The student is no longer the receptacle to be filled with content, the teacher is not the only transmitter of knowledge and the school does not have a monopoly on knowledge. In this context, the need for young people to learn to manage

and relate information to transform their knowledge and their knowledge is revealed as emerging [10]. Therefore, in the context of educational activities it is essential to provide students with learning situations that challenge them to solve a complex problem, mobilize multiple knowledge, make complex decisions about doing and promote collaborative learning networks.

Regarding the focus on the development of competences, the clear indication of what students should "know" and "know how to do" requires much more than the accumulation of information, the new scenario of education in Brazil and in the world, requires productive and responsible subjects; individuals who recognize themselves in their historical and cultural context; who know how to communicate, be creative, critical analytic, participative, open to the new and resilient. In view of this, the Curriculum for Secondary Education in accordance with the NCCB, when consolidating the rights of learning and development based on ten general competences, ends up requiring that the pedagogical work in this teaching stage involves the mobilization of knowledge (concepts and procedures), skills (cognitive and socioemotional practices), attitudes and values to solve complex demands of everyday life, the world of work and for the full exercise of citizenship [11; 1].

In view of the above, in the field of Technical Education Integrated to High School, many actions, efforts and challenges are envisaged that are daily put to institutions that need to articulate and seek strategies for the development of curricular and extracurricular activities that develop competences and skills Comprehensive student education is necessary, especially with regard to exploring youth protagonism and inserting the youth as the central subject of their learning.

In the state of Rondônia, professional education integrated with teaching has been developed by the Federal Institute of Education, Science and Technology of Rondônia (IFRO), which in the curricular structure of technical courses integrated with high school seeks to educate for knowledge, know how to do, know be and know how to live together. For this reason, the training itineraries involve disciplines organized in three groups. a) Core of the Common National Base (Languages, Codes and their Technologies; Human Sciences and their Technologies; and Natural Sciences, Mathematics and their Technologies); b) Professional Group (specific subjects of the course curriculum) and the Complementary Group (Professional Practice and Complementary Activities the desired training) [12].

For this, all courses offered have a pedagogical course design prepared by a committee and approved by the

Superior Council. This project is the pedagogical instrument that guides teaching and learning, and aiming at the quality and improvement of knowledge and skills already foresees an interrelation between teaching, research and extension and it is in this integration that the relevance of extracurricular activities in integral training is located of the student.

In association with the new curricular architecture of NCCB, it draws attention that includes Basic General Training by area of knowledge and training itineraries. The basic general training includes the curriculum components within the areas of knowledge, which are: the area of languages and their technologies; area of applied human and social sciences; mathematics and its technologies. In relation to the training itineraries, it corresponds to the flexible part of the curriculum that includes the Life Project, the electives and the curricular units for further study by area of knowledge, as well as the Technical and Professional Training itinerary.

The High School curricula are composed of Basic General Training, linked to the training itineraries as an inseparable whole, under the terms of the National High School Curriculum Guidelines (NHSCG). Since the training itineraries are characterized by a set of curricular units offered by schools and education networks that enable students to deepen their knowledge and prepare themselves for further studies or for the world of work. Another relevant factor in the curricular structure is that the recent changes in the LDB, due to Law n° 13.415 / 2017, replace the single model of the curriculum for high school with a diversified and flexible model [1].

Give the above, considering the new curricular architecture proposed at NCCB and the paths taken by Integrated Technical Education for Secondary Education, the following question was raised: "How can the planning and development of extracurricular activities interfere and / or contribute to the full training and the role of the student from the Technical High School Integrated to the High School of the Federal Institute of Rondônia?". Given of the problem, the present research sought to analyze with the student and the faculty how the planning and development of extracurricular activities can interfere and / or contribute to the integral formation and protagonism of the student of the Federal Institute of Education, Science and Technology Rondônia (IFRO) Campus Porto Velho Calama.

II. METHODOLOGY

Methodologically, it is a qualitative research, carried out from a bibliographic study about professional education integrated to high school and field research with

data collection using individual interview technique. These two research techniques resulted in reflections on the curriculum from the new NCCB and the importance of extracurricular activities for the school performance of students at the Federal Institute of Education, Science and Technology of Rondônia (IFRO), Campus Porto Velho Calama.

The research was approved by the Ethics Committee in Research with Human Beings, of the Federal Institute of Education, Science and Technology of Rondônia (IFRO), through the substantiated opinion number 1,906,927, issued on February 3, 2017. The population of this The study was formed by professors and students from IFRO, Campus Porto Velho Calama, with a sample of 26 professors and 118 students. In order to maintain anonymity, teachers were numbered from D 01 to D 26 and students E 01 to E 118.

The interviews were conducted at the Campus Porto Velho Calama, in the morning and afternoon, based on an interview script. This data collection technique was chosen because the interview is a "technique in which the researcher presents himself / herself to the investigated person and asks him / her questions, in order to obtain the data that are of interest to the investigation" [13]. Thus, it is a tool for social interaction that makes it possible to "obtain information about what people know, believe, expect, feel or desire, intend to do, do or have done, as well as about their explanations or reasons about things precedents", in this case, the relationship between extracurricular activities and school performance.

After the interviews, these were transcribed and the data analyzed and reported verbatim from six categories: 1: Student's perception of the interference of extracurricular activities on school performance; 2: Perception of the student on the contributions of extracurricular activities to "knowing" and "knowing how to do"; 3: Extra-class activity and the development of cognitive, communicative and socioemotional skills; 4: Teacher's perception of the interference of extracurricular activities on school performance; 5: Planning and development of extracurricular activities; 6: Teacher's perception of the contributions of extracurricular activities.

Seeking to provide a graphical representation of the perception of students and teachers regarding extracurricular activities, the NVivo 10 Software was also used to create some illustrations that facilitate the visualization of the research results (word clouds).

III. RESULTS AND DISCUSSION

The presentation of the results is organized according to the two types of participants, so that first the students' opinions are presented and then the teachers' views regarding the researched theme. For this, it started with the words that were most repeated in the participants' speech, from the word cloud of each segment: students and teachers.

Category 1: Student's perception of the interference of extracurricular activities on school performance.

The Figure shows the words that appeared in the interviews with students, when asked how extracurricular activities interfere with school performance. It is observed that the terms time, a lot and interferes were quite frequent. Thus, some statements illustrating the context in which these terms appear are presented, as well as denoting the relationship that students establish between extracurricular activities and school performance.



Fig. 1: Student perceptions of the relationship between extracurricular activities and school performance¹

In the perception of student 04, extracurricular activities do not interfere in school performance due to the organization of time: “Well, practically nothing, because I can always organize my time” (E 04). In this same sense, student 43 states that there is no interference: “For me none. Because I manage to organize my time well and put each one in its space. I don't run over anything and I can quite differentiate which one is more important than another”(E 43).

For student 54, the relationship between extracurricular activities and school performance “It depends on extracurricular activity, because there is activity that is related to what you are studying, so it interferes on the

positive side and there are others that have nothing to do” (E 54). For others, this relationship will depend on each student: “I think that sometimes they are harmful and sometimes not, because when you do these activities, you end up taking a lot of your time and you end up having to dedicate yourself more, if you are a hardworking and centralized person, you can do it and it ends up being good” (E 05) “Well, it depends on the person, there are people who are doing sports, some extracurricular. She stops studying to do this other thing, there are people who can't do both at the same time”(E 12). “They can get in the way a little, if the person is unable to organize their time” (E 71). “I think that it doesn't interfere with anything, that goes to the person whether he wants to study or not. A person who practices sports does not mean that he will not study. It belongs to each person”(E 79). “It depends on how much the student would be dedicated to that, you know? Sometimes there are people who do not know how to discern their time, they do not know how to organize and sometimes they give more credibility to one thing or another, and forget that the main thing is studying, they know it is high school that they are doing”(E 117).

Student 22 states that this relationship will depend on the degree of student involvement:

So in my opinion, if a student gets too involved with curricular activities he will do poorly in performance because. Because it is a matter of capacity and organization, the more items you have for extracurricular activities. But it has to be your dedication to organization time and also in practice to exercise the activity, consequently if you have more activities your school performance decreases, so it is this relationship in my opinion (E 22).

For student 26, the tiredness caused by extracurricular activities hinders school performance: “Because it takes a little longer, it is a time when we get tired because of these activities, the fatigue is also great from time to time” (E 26). “Well, I end up getting very tired after practical and physical activity, usually I don't have the strength to study because of physical or emotional pain” (E 55).

The pleasure of extracurricular activities can divert the dedication to school activities and compromise school performance.

A lot because sometimes you need to dedicate your time to important things at school, but at the same time you also have something important in your extracurricular activities that you decided to do, you chose to do because it is something you like and sometimes you dedicate yourself more to something you like than something you have a responsibility for. So sometimes it interferes a lot (E 62).

¹When translated from Portuguese into English, the software used omitted connective terms from the source language, prioritizing substantive terms.

For some students, some extracurricular activities hinder and others help to improve school performance: “Some activities hinder and some help in the sense of consuming you a lot of time” (E 72).

The excess of activities or some proposals with short term for execution compromise the dedication to the curricular contents:

So, sometimes when we need to do some participation like last week that had the education week for life, as it was very late, then we had to dedicate all our time, so we were practically a week without do nothing, just chasing things without being able to study, right? Just running after the things we would need for the fair, so sometimes they put a lot on top, like one thing after another and we accumulate things to do and we are unable to dedicate ourselves fully to all matters, we have to choose a subject to dedicate (E 91).

Extracurricular activities interfere negatively when they involve travel is the view of some students: “Well, for some athletes, for example, they lose a lot. It's a test week and you lose a lot of tests with these trips, then you end up coming back and have a lot of accumulated evidence, then you end up not studying and doing poorly, but I never had this problem”(E 03). “Well, it interferes for me, but when I travel, because I miss a lot of content at school and then I have to go after it. So, I'm like crazy after chasing my stitches and that's it”(E 15). “[...] Because when it is necessary for the student to travel, he misses many classes, understand? And when he comes back he doesn't have much to do ... So, he gets a little undergraded, let's say, but also if he is an applied student he can regulate, so he doesn't interfere” (E 33).

There is also the perception that extracurricular activities take a lot of time from students, because in addition to meetings with teachers (classes, training, rehearsals), students need to dedicate themselves at other times to improve their skills:

I would say that they interfere with the general timing issue. Music, for example, does not wait! they interfere more in time because generally the time that I am dedicating to extracurricular activities I could be dedicating to other activities such as, for example, studying more for school subjects. And also dedication because we know that activities in sports, music and any other activities they require dedication in order to achieve a goal within them, so it is not just the time of classes that is occupied (E 96).

The discernment that extracurricular activities do not interfere with school performance, but rather the state of competition was evident in the student's approach 37:

I think it is not even the activities, I think it is because of the pressure that we have to be good here that interferes, you know, because in general

we always go to a competition, because here we prepare for the job market. So, it is conference, travel, this is only given to the best students. So, we are always in competition even if it is not said, I think this is worse than the activities (E 37).

Category 2: Student's perception of the contributions of extracurricular activities to “knowing” and “knowing how to do”.

Extracurricular activities add knowledge and enrich the curriculum: “Well, a lot of people think it should interfere, you know, because it's something else, but I think it just fills my time for my knowledge more” (E 80). “Yes, they help a lot in the matter of technical matters, especially robotics, which helps me a lot in the electrical part” (E 56).

Likewise, students say:

Well, they take up time that they could be studying, right? So, I have to organize my time better, but they are much better in relation to my curriculum, because I will have more experience and I will have other things to add, to say that I have more experience, not only with what I learn at school, right? So, I think that in relation to school performance as a whole they are very good. But, in relation to studies only here, they do not get in the way, they take up a little time, then it gets tighter (E 41).

On the good side, the Chemistry Project, the two Chemistry projects, in this case, help me to clarify some contents that sometimes become more difficult to understand in the room, because here we have practical experience. That's it in the Chemistry content, since the contents of the projects with the teacher “X”, help me in the part, mainly in the writing part, mainly scientific writing because... And also for is ... Knowing how the scientific methodology for referentials. I think this is good mainly because we students at the Federal Institute need to have a good basis on how to work with scientific methodology, since we are focused on this side of research, innovation, extension, so, employment, generates articles, booklets that need to be published. Well, (laughs) every activity besides spending time generates stress, so, some days I may feel a little harmed by having a heavy work routine, but nothing that interferes a lot. I think what most interferes is because I spend four hours in the morning in the laboratory, but as I said, when I have a little time left to study (E 85).

Well, they interfere in a positive way, because they cause me to awaken my knowledge. After entering the research area, I really started to dedicate myself even more to the study. Not only in the area of Physical Education, and in chemistry, but in general, because I started looking for research in all other areas (E 101).

On the other hand, it is necessary for the student to police himself in order not to get involved in many extracurricular activities and find himself in the condition

of having to choose which is more important, urgent, and priority, as reported by student 97, who described,

Look, there we have two points. Point one: the activities help a lot, for example, for those who do research it is very good even more that you have to write an article, when we have to make a report, because it helps, for example, Portuguese language discipline and when we conduct a research that is to assimilate the technical disciplines, for example, it also adds knowledge, so it is important for that, because of the autonomy because when we do a research project in which we are the researchers, we have ... that, for example, in my Project I am a researcher and I have supervisors, but I am the one who develops, so it is the question of you have to develop because if you don't do it, nobody will do it. So this question of autonomy and responsibility helps a lot when you participate in these extracurricular activities, also because of time management, but it hurts in the sense of just overloading because, for example, I develop a lot of activities and I get very overloaded with them, so, for example, I said that I study at night and at the weekend, I often have to give up parts of the night, parts of my final week to dedicate the research, to finish something I'm doing, to read the research group's book, so there are these things and then these extracurricular parts are often left out, sometimes I have to choose whether I'm going to study for my exam or whether I'm going to read the book that the research group asked for read to us, right? If I find and discuss it, then, I have to decide what to choose when you do many things, many extracurricular activities have some that will be a priority and others that will not be, so on this side it is a little harmful and then it depends on the student knowing how to manage what he will choose and what he will not (E 97).

Still in this light of the positive points, student 19 stated that "Interfering, does not interfere. It even helps sometimes, it helps to de-stress and it also helps you lose. No, being very stressed" (E 19). And student 112 pointed out that "Extracurricular activities take a long time, make it very difficult, but it's worth it. It makes me more dedicated and more focused" (E 112). Student 28's speech is added when he says "I think it doesn't interfere, because in basketball you train your reasoning a lot. So, I think that sometimes it ends up helping"(E 28). "I think they don't interfere, it helps the person who tries to try hard to want something" (E 47).

Category 3: Extra-class activity and the development of cognitive, communicative and socioemotional skills.

Student 116 corroborates this analysis by stating,

Do they interfere positively in school performance, because always when I was in sports I was very hyperactive, did I have motor

coordination? I didn't have it, my grades were very bad, I stayed in many subjects, after I started athletics it improved a lot, my grades started to rise a lot (E 01).

I think they never interfered, in fact they always helped, because the sport helped me to have dedication and focus, and the research activities helped me to have organization, especially with my time, and date of delivery of the works, to organize myself better for knowing how long I will need to take to do a certain job and how long I have to deliver it (E 116).

It was also evident to look at extracurricular activities as an occupation of free time: "Extracurricular activities for me is a hobby, not least because I believe that if I hadn't had fun with that, I wouldn't go out, I wouldn't feel so comfortable with participate, so I really enjoy doing it as a hobby, something that amuses me, entertains me (E 81).

They interfere, as I said mainly in training because most of the time as a player it is because we usually have a contract, so this contract, we have a boss. So, like, if he asks us to train at that time, it has to be that time, we can't postpone it, we can't postpone training, especially the game, so most of the time there is an activity to deliver another day, but there is training, so training takes that part because he gives the money, he does these things, right? So, it is practically, because it is because he is, like it or not, our boss, even though he is a great friend, being a great person, but in relation to this he has been caught (E 86). When you instead of studying more, you are training more and it ends up interfering, but they also interfere in health since to study you need to be healthy, you need to have performance and energy, because you cannot study without energy (E 65).

Category 4: Teacher's perception of the interference of extracurricular activities in school performance.

Regarding the opinion of teachers regarding the interference of extracurricular activities in school performance, the word cloud (Figure 3) is highlighted, with emphasis on the words activities, student, people. The citations presented (after figure 3) allow us to know the context in which these terms appear.



Fig. 2: Teachers' perceptions of the relationship between extracurricular activities and school performance²

The presentation of teaching citations begins with the perception of positive and negative aspects in extracurricular activities. However, teacher 02 showed only the aspects perceived as negative:

Look, it has the positive side and the negative side. Because like this, I often see that activities are not scheduled “within the school year, and they are not talked about” between departments, between teachers. So many times, I feel hurt when I have to release students, or when they leave to travel, to play and I have no knowledge. But I see this as a lack of organization in the institution, right? And that sometimes ends up harming the student, why? Because the Institution's lack of communication means that he sometimes has to run after evidence that he lost. Because nothing is foreseen in the calendar, understand? So this complicates a lot (D 02).

The interference of extracurricular activities will be negative for school performance if students who do not engage in curriculum studies in the same way that they engage in research and extension activities.

If they do not know how to divide the activities. There are students who only want to know about playing ball, only about being in the laboratory, only about doing other activities and this can end up getting in the way. So, there is a lot of the student himself, or the one who is advising to take and explain “look, there is time to study, there is time to practice sports, there is time for research, there is time for study?”. So, a lot of that goes on there. And so, I believe it can hinder performance on this issue, but if you are a student who is dedicated, if that student is dedicated to

research, dedicated to sport, he can also be dedicated to his study. That, positively. If you think about the negative side, you can take into account what I said earlier (D 14).

There is a perception that students with low school performance should be prevented from participating in extracurricular activities:

When it is a research activity, it improves performance, because as the student has to study well to be able to develop his research. He begins to take this practice to other disciplines. So, for me, this is positive, right?, also music, for example, sport, or at least it should be. I see that, unfortunately, in some cases, we see people who excel, both in music and in sports, but who are not dedicated to the classroom, right? If we had, as a criterion, for their participation, sports and music, the good performance in the classroom, we would have an incredible improvement in the subjects, as in research, for example, we have a teacher, arrived recently at our course, his name is X, and students, in order to continue researching with him, have to take an average, in all subjects, eight or above eight. If you get any average below eight, leave the survey (D 03).

The perception that extracurricular activities have a more negative influence on school performance was presented by the teacher 5:

Unfortunately, it has mostly interfered in a negative way, since students are often very dedicated to extracurricular activities, be it artistic; cultural or sports and ends up leaving the academic part on top of the plan. Many students, for some reason, prefer to go to a rehearsal, to go to training than to do a job or attend classes in the regular period (D 05).

Teacher 06 tries to find a middle ground, indicating that the influence of extracurricular activities will depend on the students' involvement, on the commitment to the study. On the other hand, teacher 16 points out that if students participate in these activities in search of a point in a given subject, they will not be involved enough to learn.

Now positively, now negatively. I have students involved in sports, for example, sports that are offered here at the Institution, which are students of excellent performance. However, I have students, I have a student who he is, being involved in activities, in the fourth quarter, for example, he didn't come to any of my classes. So it is relative, it would have to be a question better evaluated, better monitored because I have these two extremes: students who are involved in sports or music, with activities that are offered here that are excellent committed students, who participate hard in what is proposed in the discipline and such, I have another compensation, another one that they have been since the beginning of the year, from the third quarter to now, he practically

²When translated from Portuguese into English, the software used omitted connective terms from the source language, prioritizing substantive terms.

doesn't have any classes and is, he went to the games and everything, but in class he doesn't come (D 06).

Well, I see that they usually promote personal development, right?, of the student. A growth of the student, either because he participates in an event by the Institution outside the Institution or even within the Institution, but he has to get involved with that, he has to research. So, that is, he will, in a way, get involved. He will learn to format a job to be able to deliver his report. He will learn how to do his research, he will learn to ask for help when he has difficulty. So, it is a very interesting element, but only if the student really gets involved with it, if he is just doing it because he wants points on something there is no involvement and it will not bring him a great benefit (D 19).

Teacher 08 realizes the need to guide students in order to prevent them from participating in many activities and being able to select those that are more related to each one, so that they do not commit to many teachers and then delay school activities due to extracurriculars:

Yeah, I even talked to the students that, one of the things I find interesting at the Institute, is that unlike other conventional educational institutions, we offer a range of activities for all tastes. The problem we have is that sometimes students are so amazed by this list of activities, that they start to prefer extracurricular activities due to the study, and then, something that I always call attention to, even in the first days of school, 'the Institution has many activities, before you arrive and enroll in all of them, check which ones have more to do with, which have, with which you identify more, and select, because you have here, you are attending high school and vocational education, so it is a load of work, very intense activities, so if you take more than one activity, if you are not an organized person, you will not be able to cope, right? You will not be able to perform, develop with excellence nor your main activities, which are your studies, which is your technical course, nor the extension activities. So, we always draw attention. It is good, it is excellent, because that is, they are enriching activities, but what I see is that sometimes I have a student here who is sometimes in four projects, research, extension, sports, everything, then you say, 'oh, why didn't you deliver your work on the date', 'oh because I was in an activity', 'oh because I had to do a report', 'because I had to do this', 'I had to do that'. So, I see that they often lose focus, because they don't have the maturity to choose, they subscribe to everything, then they stay with that one, with that moral weight of 'oh, I gave my word that I was going to do the project with the teacher, the teacher', and then they can't get out of activities and can't handle their studies. So this is something that I have been following a lot since I arrived at the Institution (D 08).

Category 5: Planning and development of extracurricular activities.

The need to manage time to dedicate to curricular activities was highlighted in the speech of the teacher 11:

Extracurricular activities. They interfere, level if she ... has two points, right? It can interfere positively, it is mainly with activities that are directly related to some activities of that specific discipline, right? But most of the time it interferes positively. As long as the student, he can balance his time, right? Yeah, like, he can't just dedicate himself to extracurricular or extracurricular activities because she is more attractive, she is more interesting to him and to leave others and not give due attention to others, he ends up hurting himself, right? I think that's it. It can already influence negatively when the student is dedicated to only one thing. He doesn't know how to separate things. Manage time actually, right? (D 11).

While teacher 12, see the need for planning so that extracurricular activities do not compromise curriculum activities,

Yes, when they are done without planning, without a visualization at the end of the project, that end, right?. When it's out of hours, when it disrupts regular education, when the student says "teacher I have to go there because I have to do a project with such a teacher". There, it disrupts the student's performance, when activities are poorly planned, in fact (D 12).

Teacher 13 proposes to take advantage of extracurricular activities to replace some school subjects in order to avoid overloading the student. Professor 21, on the other hand, states that it is necessary that the construction of knowledge also occurs in these activities and in a consistent manner:

A big problem, in my view, at the Federal Institute is that people need to mature the idea, I even talked to you there on the integration day you had, that the institutional curriculum must understand that these activities should not be extracurricular, they should replace curriculum activities whenever possible, because if not, you create an overload of work for the right student? If the student is doing a research activity, which involves one of the subjects he is studying, we should have some mechanism to take advantage of this research activity to eliminate part of the study. The same thing is cultural practice, it is always possible to take advantage of something to avoid work overload (D 13).

Then, I think it is extremely important that they have contact with these others, with these other activities it is, I believe that the school still needs to improve in this sense, to understand that education is also the construction of knowledge, it is also done through these activities, not only in class in the classroom. Yes, many positive experiences that I have in my life both in high school, technical education is, extracurricular activities are extension projects, sports activities. So, much of what constitutes me today I have

through these activities, so, as it served me, I think it can serve my students. I really believe that this involvement with other activities can contribute in a very, very consistent way (D 21).

There is a need to keep the student focused on extracurricular activities and to set limits, defining how far they want to go, the development they want to achieve for the Institution and for the student:

Yeah ... It depends a lot on ... how they get involved in it, right? It is important that they are focused, right? In extracurricular activities more than know the limit. So, a big question, when it comes to high school students, is that normally, we as teachers, we tend to push hard, right? From the students and demand this, the maximum of them, and those that correspond to us will be pulling more and more, right? This ... sometimes it ends up being our fault, because we forget to look at other issues, right? So, yeah ... I think they have to be done with caution. So, we have to establish how far he can go, but we also have to establish a limit: to know how to reconcile, to make him reconcile these things, right? It is important, therefore, that when representing the Institution in these activities, research, extension, right? students are aware of their duty to the Institution. So, they need ... to know the impact that this has on their lives and for the Institution as well (D 17).

Category 6: Teacher's perception of the contributions of extracurricular activities.

Extracurricular activities are motivating and this contributes to increase school performance, in addition to reducing stress contributing to the exam period:

Look, the activities are, extracurricular, it will contribute a lot, because it gives the student the opportunity to break the ice, break the ice that I say like this, get out of that day-to-day routine, and then he sees another initiative, another purpose and it motivates him to continue doing that motivating activity. Then, the person who is directly connected to a classroom, suddenly he goes there and does a sports activity, he will considerably increase his income. I believe that and research shows (D 15).

Well, as I only saw one student, so I find it difficult to answer this question, but I think that for people who participate in something like me as a child, this helped because it kind of balances the mental part and the body knows, so it doesn't generate as much stress, I think it relieves when you are in the test period, so, maybe for these people the same thing happens (D 24).

Extracurricular activities contribute to physical, mental, emotional, intellectual well-being and interaction and stimulate students in their studies, with the need for teachers to monitor these activities to prevent them from interfering in curricular matters and preventing students from dispersing and damaging their school performance.

Well, extracurricular activities are interesting as they do not interfere with other subjects, right? In matters of both the basic and technical core. Yes, but they cannot fail to be executed, to be done, since it is, it is part of the health issue, right? Physical, mental and emotional well-being of the student. And sports practice, it stimulates both the point of view of the human body and the intellect. So it is important, extracurricular activities (D 18).

So, some extracurricular activities, they meet what they are studying, right? And for also participating in extracurricular activities in which they form teams, right? They and the students start to have a greater interaction between them and this also encourages them to study more. There are already other cases where they are dispersed by these extracurricular activities and end up leaving aside their academic curriculum, right? And we always try to keep checking if this is happening so that we don't harm the student who is part of the research project, for example, right? Because he is there to learn more, within the research, and not to forget what he had to do (D 16).

Extracurricular activities, such as sports, should have a place in the school institution, either for the direct benefits or for the indirect benefits. Exceptions cannot be used as rules to speak negatively about sports in the school environment:

Look, when I am practicing some activity, even if it is just a walk, my brain works better, so I believe that school activity, it is extremely important for students because those who are good will become better, right? And those who have a certain difficulty, I think they will be able to overcome barriers more easily. Of course we have some students who are also not a rule, but it is an exception that has a series of difficulties, but who love the sport that are there or often, are here can be at the Institute just for the activity, just for the sport, that it is not good, but this is also not a rule, this is an exception and people can work the latter differently, right? And demonstrating the importance of all other areas and making sure that he can produce the minimum necessary so that he can have a job placement and make his commitment and performance in physical activities really, if he is a talent, that he can continue in this career because then a student who loves or loves Physical Education can do a higher level in this area, right? And being an excellent tutor, an excellent personal trainer or an excellent future teacher, why not? I think sports are fundamental, right? To think that sport as I have heard it from some colleagues, right? Sport, it doesn't help or it doesn't add value, I think this is a huge mistake, right? Because like this, I speak from my own experience when I'm practicing any physical activity, my brain works better and we know that this is science, this is not, let's say, not blah, blah, blah, right? So, I think people need to work in this direction, of course there are some exceptions from students who just want the sport

and sometimes forget to study, but then I think it's a matter of sitting down to channel this student, it's a matter of orientation, but the sport, it does help, there has to be a space, we have to work for it to happen (D 23).

Look, in the students' performance, it tends to, in my view, tends to improve, right? Because it keeps students here inside the institution, right? This is outside the class period. This is important for students, because they end up staying here, and having more interest to learn the classes, and they have an activity that involves, it does not involve itself, the content itself, that they see in the class, but they can see this, for example, in a research project, they can see how the theory will be worked in the classes they are understanding, that's all (D 07).

I think she can interfere in a positive way, but with care. Yes, I say in the following sense, a question of responsibility, mainly of group work, I think it is very developed with the issue of sports activity, and extracurricular activities, research and everything. But people have to be very careful, because sometimes they are used by students, not as crutches, but as justifications for not doing some activities related to the classroom and everything. So I think the student has to be aware that from the moment he assumes his responsibilities for research, sport, extension, in short, he has to assume that responsibility and continue to bear the responsibility of a high school student and everything, because he will have to find a way to reconcile it (D 09).

I believe that extracurricular activity, if it is well directed, it enriches the student's performance. Because, many times when you leave the school curriculum, but not running away from education, it helps. Nothing will: make quality decrease if you know how to work this extra-curricular curriculum (D 10).

I consider that positively, it is seen that all extracurricular activities are marked out for the contact of a student teacher, right? And in this way, whether for sport, research or music, there is always a relationship between teacher and student and the request, right? It is the monitoring of the teacher so that these students are carrying out their activities in the classroom (D 22).

Positively, extracurricular activities end up, so to speak, a complement to conventional education (D 25).

I think it is good, if the student if the student has a good development in sport, it means that he is an interested person, that is, this should reflect on school life, I believe that this would be so (D 26).

Considering these perceptions is indispensable, taking into account that the integrated technical training also requires more dialogue between teachers and between the contents, favoring the quality of learning in the formative itinerary of this student who knows, knows how to do, knows how to do and knows how to live together, in consonance with the CNCB and the pedagogical project of the course, which are assumed to be in accordance with the

human training needs that Brazilian society, especially that Rondônia craves.

IV. CONCLUSION

Among the students there are several perceptions, evidenced in the research, mainly three: the view that extracurricular activities do not interfere in school performance, the opinion that they interfere negatively and the discernment of positive interference.

Extracurricular activities negatively affect school performance if the student does not organize his time, if he overly involves these activities, because these activities cause tiredness, when there is an accumulation of activities, because these activities require a lot of time, when they involve travel.

The perception that extracurricular activities interfere positively was associated with enriching the curriculum; help in organizing time; Skills development; increased focus, dedication and effort; student entertainment (hobby); stress reduction; improved reasoning.

Regarding the teaching perspective, positive and negative points were also evidenced. The negative aspects stand out: students are more involved with extracurricular activities to the detriment of the curriculum, which is why students with low performance should be prevented from participating in research and extension activities, students are dispersed by activities. However, there was a teacher who considered that interference will depend on the student's dedication to extracurricular activities and the organization of time for studying the curriculum.

As for the positive factors, observations were made that the extracurricular activities are enriching, favor teamwork, responsibility, encourage students to study more, increase interaction, contribute to physical, mental, emotional and intellectual well-being; in learning work formatting, forms of research, knowing how to ask for help in difficulties

The views of students and teachers are in need of organization / time planning, so that students can effectively develop teaching, research and extension activities without overlapping one another, without compromising school performance in this integral formative itinerary the future working man, who is also a sociocultural being able to reflect and recreate the reality of the community.

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