



BRAZILIAN JOURNAL
of SPORT PSYCHOLOGY
& HUMAN DEVELOPMENT
BJSPHD

NON-VIOLENT COMPETITION: a sport psychology intervention in high- performance youth sport

COMPETIÇÃO NÃO VIOLENTA: uma intervenção da
psicologia do esporte no esporte de alto rendimento
infantojuvenil

Lethícia Herdt Schuelter¹
Ivan Carlos Cicarello Junior²

ABSTRACT

The demand for performance at all costs in youth high-performance sports has contributed to the normalization of violent practices and discourses, negatively affecting the development and psychological health of young athletes. In this context, it becomes necessary to rethink the ways of competing and to promote a sporting culture based on respect, cooperation, and human development. This study aimed to investigate the meanings and senses attributed by the participants to non-violent competition before and after a Sports Psychology intervention. Grounded in Cultural-Historical Psychology, the research adopted the pedagogical intervention research method, involving 15 male athletes from an under-17 volleyball team. The intervention consisted of a learning pathway composed of four psychosocial workshops focused on reflection and the practical experience of non-violent competition. Data analysis was conducted using the Nuclei of Meaning technique proposed by Aguiar and Ozella (2013). The results revealed changes in the participants' perceptions, emotions, and competitive behaviors, who came to understand competition as a space for learning, cooperation, and respect, in opposition to logics of rivalry and extreme pressure. It is concluded that practices based on non-violent competition can foster athletes' integral development and transform violent conceptions that have become naturalized in the sports context.

Keywords: Sports Psychology; Cultural-Historical Psychology; Non-violent Competition; Intervention.

¹ Graduated in Psychology from IELUSC College, with experience in Child and Adolescent Sports Psychology. Email: lhschuelter@gmail.com. Lattes: <https://lattes.cnpq.br/5526301868546760>. ORCID: <https://orcid.org/0009-0007-5647-8635>.

² Doctor of Education (UFPR), professor of higher education at Faculdade IELUSC and Univille, with experience in Intervention Research and Human Development. Email: ivan.junior@ielusc.br. Lattes: <https://lattes.cnpq.br/7454965489684546>. ORCID: <https://orcid.org/0000-0002-7185-0921>.

RESUMO

A exigência pelo desempenho a todo custo no esporte de alto rendimento infantojuvenil tem contribuído para a naturalização de práticas e discursos violentos, impactando negativamente a formação e a saúde psicológica de jovens atletas. Diante desse cenário, torna-se necessário repensar as formas de competir e promover uma cultura esportiva pautada no respeito, na cooperação e no desenvolvimento humano. Este estudo teve como objetivo investigar os sentidos e significados atribuídos pelos participantes à competição não-violenta antes e depois de uma intervenção da Psicologia do Esporte. Fundamentada na Psicologia Histórico-Cultural, a pesquisa adotou o método de pesquisa-intervenção pedagógica da qual participaram 15 atletas de um time masculino de voleibol Sub-17. A intervenção consistiu em uma trilha de aprendizagem composta por quatro oficinas voltadas à reflexão e à vivência prática da competição não-violenta. A análise das informações foi realizada por meio da técnica dos Núcleos de Significação de Aguiar e Ozella (2013). Os resultados evidenciaram mudanças nas percepções, emoções e comportamentos competitivos dos participantes, que passaram a compreender a competição como um espaço de aprendizado, cooperação e respeito, em oposição às lógicas de rivalidade e pressão extremas. Conclui-se que práticas baseadas na competição não-violenta podem favorecer o desenvolvimento integral dos atletas e transformar concepções violentas naturalizadas no contexto esportivo.

Palavras-chave: Psicologia do Esporte; Psicologia Histórico-Cultural; Competição não-violenta; Intervenção.

1 INTRODUCTION

Sport is a phenomenon in constant process of constitution, becoming susceptible to continuities and changes in the face of the social configuration in which it is embedded (Marques; Almeida; Gutiérrez, 2008). Historically, sporting manifestation has developed alongside cultural and social transformations, characterized by the expression and reproduction of the dynamics that permeate life in society (CFP, 2019). In the 21st century, the commodification of sport has contributed to the decline of amateurism and the rise of professionalism, which highlights the growing centrality of the pursuit of victory and gives sport a markedly quantitative and competitive character (CFP, 2019).

From the contemporary constitution of sport, sports competition is configured towards the pursuit of results, reinforcing the view that athletes' goals should focus on constantly surpassing themselves and their opponents, treating the body as a mere instrument to achieve such ends (González; Ferrando; Rodríguez, 1998, *apud* CFP, 2019). This conception sustains a narrative that likens competition to a metaphor of battle, in which the opponent is seen as an obstacle to be overcome (CFP, 2019). In this scenario, high-

performance athletes are led to develop psychological resilience, self-control, and emotional control as ways of adapting to a highly demanding environment (CFP, 2019).

The competitive logic centered on winning also permeates youth categories and the sports training process. Although sport is an important social and pedagogical element in the lives of young athletes (CFP, 2019), it is affected by the pressures of high performance. From this, it is understood that the early entry of children and adolescents into sports, coupled with the demand for results and the pursuit of professionalization, can favor psychological illness, burnout, and early abandonment of sports. Among the main factors for dropping out of children's and youth sports are excessive emphasis on winning, pressure from parents and coaches, lack of fun, inappropriate coaching conduct, unsatisfactory organization of training and competitions, and communication failures between coaches and teammates (Dias; Teixeira, 2007). Given these impacts on the psychological health of athletes, the presence of Psychology in the sports field becomes relevant.

Sports Psychology, a branch of Psychology focused on research, education, and applied practice, seeks to understand the behaviors of individuals and groups involved in sports (Vieira *et al.*, 2010), understanding it as a human achievement that goes beyond performance, serving as a means for the integral development of the individual and for the discovery and improvement of their skills and potential (CFP, 2019).

The Code of Professional Ethics for Psychologists (2005, *apud* CFP, 2019) establishes as a fundamental principle the promotion of health and quality of life for individuals and communities, contributing to the elimination of any form of discrimination, cruelty, oppression, violence, and neglect. Violence, understood as physical and/or psychological abuse expressed through oppression, intimidation, fear, and terror (Chauí, 2003), manifests itself in sports both physically – through the subjection of bodies to high levels of stress for the sake of performance – and psychologically, through excessive pressure, exaggerated emphasis on victory, and inappropriate conduct and language. Thus, it is up to Sports Psychology to understand, analyze, and question the violent structures present in the sports environment, recognizing the importance of proposing changes that guarantee safe and psychologically healthy sports environments, especially in children's and youth sports.

Therefore, starting from the creation of "non-violent competition", a form of competition that recovers the values of cooperation, respect, and human development, contrasting with the logic of extreme rivalry, this research proposes to investigate how Sports Psychology can contribute to the prevention of violence and to the construction of meanings

about a healthier competition among adolescent volleyball athletes. To this end, a pedagogical intervention research (Damiani *et al.*, 2013) was developed, aiming to investigate the meanings and significances attributed by the participating athletes to non-violent competition, before and after a Sports Psychology intervention based on the historical-cultural approach, structured in dialogical mediations organized in a learning path.

2. DEVELOPMENT

Sports Psychology is concerned with understanding the psychological phenomena that permeate performance, learning, the environment, and human relationships, considering that these aspects impact human development in the sports context (Weinberg; Gould, 2017). In this direction, Historical-Cultural Psychology, as a theory of development, points out that human development is a historical and social process, mediated by social exchanges and culture (Rosa; Goi, 2024). From this perspective, it is understood that the development of the individual, especially in adolescence, does not occur in isolation, but rather in relation to others and the environment, with the sports environment being a field for the emergence of meanings, values, and ways of being in the world.

Therefore, in order to better understand the phenomena that persist in the competitive environment of children and youth, the following topics will be addressed: adolescence, competition, non-violent competition, and the impacts of violence on child and youth athletes.

2.1 Adolescence

What we call "adolescence" is, in fact, a social construct that influences the subjectivity and development of individuals, not being a natural phase of human development, but a historical condition produced by society (Bock, 2007). For Historical-Cultural Psychology, human development occurs in consonance with that of society, so that the cultural aspect overshadows the biological one (Mascagna, 2009). From this perspective, the characteristics commonly attributed to adolescence (rebellion, instability, and the search for identity) are understood, according to Ozella (2002), as products of a historical process marked by the contradiction between the needs of young people and the possibilities of satisfying them, and not as crystallized natural traits.

From this, it is pertinent to ask: in what way does competition, as a socially produced and culturally valued practice, come to shape the life experience of adolescents, especially in the context of sports?

2.2 Competition

Competition is a phenomenon present in various dimensions of human life, such as at school, at work, and especially in sports, whether in external competition against opponents or internal competition for a starting position. It is a learned process based on the social context in which the individual is embedded, that is, the coaching staff, teammates, family, and friends. Thus, competition is not inherently good or bad but rather determined by the experiences lived by the individual (Weinberg; Gould, 2017).

Millman (1994) discusses the development of the competitive notion from childhood, in which individuals are taught to reject defeat and encourage them to achieve victory. In this model, competition occurs through the destruction of social cooperation, as the individual begins to consider other competitors as obstacles to be overcome, thus reinforcing a competitive sports culture marked by individuality and a focus on victory, which produces negative competitive behaviors.

In youth sports, competition can be formative or violent, depending on how it is conducted by leaders. When positive, participation in competitive situations favors the development of socio-emotional skills, such as resilience, collaboration, and autonomy. However, when conducted negatively, with excessive pressure, an overemphasis on winning, comparisons, and humiliation, its effects become counterproductive, generating pre-competitive anxiety, fear of making mistakes, loss of enjoyment in sports, and early abandonment of the sport (Weinberg; Gould, 2017).

Therefore, recognizing that competition can produce both development and suffering, is there a way to compete that preserves intensity and athletic performance, but that is not based on violent practices?

2.3 Nonviolent Competition

Nonviolent competition – a concept developed by the researcher – proposes the construction of healthier and more positive competitive experiences for athletes, through the transformation of competitive processes marked by violent practices and relationships. It is

a competitive model that values the athlete's integral development, based on cooperation, respect, and enjoyment in sports practice, even in highly demanding contexts. This model is inspired by the definition of "competition" presented by Shields and Bredemeier (2009), who understand it as a process grounded in fairness towards opponents, seen as facilitators of athletic development. Furthermore, it is supported by Weinberg and Gould's (2017) conception that competitions that prioritize fun, camaraderie, and communication tend to generate better performances, as they encourage athletes to focus on improving physical, psychological, and social skills, rather than on external factors such as rankings and awards.

Nonviolent competition contrasts with what this research calls "violent competition", a term inspired by the concept of "decompetition" by Shields and Bredemeier (2009). Violent competition is marked by extreme rivalry, in which opponents are enemies to be defeated, leading to the use of cheating, mind games, and arguments. In addition to these aspects, this competitive model involves violent behaviors- physical or verbal - with the intention of causing harm, intimidation, or humiliation (Weinberg; Gould, 2017).

According to Vygotsky (1998), human behaviors are learned from social relations and the historical and cultural contexts in which an individual is embedded. Such learning occurs throughout development through mediation, a process of interaction between subjects in which the mediating agent is someone more experienced who mediates the learning process, while the mediated subject is the one who learns. Language is the main instrument of this mediation, being the means by which human beings attribute senses and meanings (Costas; Ferreira, 2011).

These concepts resonate with the ideas of Weinberg and Gould (2017) and Machado and Brandão (2006), who highlight that athletes' violent attitudes are influenced by the collective norms and dynamics of teams, especially by the shared perception of violence and the communication model adopted by the mediator, the coach. Thus, teams that become accustomed to receiving orders through shouting, humiliation, and outbursts tend to reproduce this pattern. From this perspective, athletes, in a constant process of developing higher psychological functions, internalize violent language - as a legitimate form of interaction and expression - and tend to reproduce it, as it becomes consistent with the historical and cultural conditions of the sporting environment. When considering the realities of youth categories marked by this type of learning, the question arises: what is the impact of violence on the subjectivity of these athletes?

2.3 Impacts of violence on child and youth athletes

From a historical-cultural perspective, subjectivity is understood as "resulting from the intersection of linguistic flows and social agencies, therefore, it is subject to or superimposed on social, historical, linguistic, and psychological conditions" (Molon, 2011, p. 614). In this sense, Weinberg and Gould (2017) affirm that the sporting experiences lived by young athletes impact their psychological development. Thus, it is possible to consider the relationship between sporting experiences and the construction of the athlete's subjectivity. Psychological development in sport occurs in a healthy way when there is adult supervision that provides positive learning experiences (Weinberg; Gould, 2017).

Conversely, sports programs that reproduce violent practices compromise the subjectivity and development of higher psychological functions in young athletes, negatively affecting their sporting experiences and potentially leading to consequences such as anxiety, stress, insecurity, dropout, and the reproduction of this model in future experiences, which contributes to the perpetuation of violence in competitive sports (Weinberg; Gould, 2017).

Therefore, it becomes essential, according to Machado and Brandão (2006) and Weinberg and Gould (2017), to transform violent sporting environments through an approach that favors the physical, social, and psychological development of athletes, in addition to increasing their satisfaction in sports practice. Given this, how can Psychology contribute to building a non-violent competitive environment in sports?

3 PROCEDURES AND METHODS

This qualitative research employed the pedagogical intervention research method (Damiani *et al.*, 2013), which aims to enable new modes of subjectivation and transformation of the reality of the researched participants, subsequently evaluating the effects of these interventions. It is important to note that this method requires dividing the procedure into two components: the research method, which involves planning, execution, and data analysis; and the intervention method, as the practical dimension of the research (Cicarelo Junior, 2022). In this study, this differentiation occurred in four stages: participant observation, intervention planning, intervention implementation, and analysis of the information produced.

The research was conducted with a male youth volleyball team, in the Under-17 category, composed of 15 male adolescents, aged between 15 and 17 years old. This is a high-performance team that participated in several competitions throughout the year. The research location was the team's court, located in the northern part of the city of Joinville - SC, a space used by the participants for training.

The pedagogical intervention of this research consisted of developing a linear learning path³, composed of four workshops of progressive complexity, focused on the theme of non-violent competition. The path was structured with the following objectives: to develop competitiveness among adolescent athletes; to promote a competitive approach that reconciles athletic performance and non-violent practices; to provide a safe environment for sharing feelings, difficulties, and individual and collective experiences; and to use dialogical mediation to promote changes in the meanings pre-attributed by the participants to competition. Table 1 presents the sequence, themes, objectives, and techniques of the workshops that make up the learning path on non-violent competition:

Table 1 - Planning the learning path on non-violent competition

Workshop	Theme	Objectives	Techniques
1	Introduction to the competition non-violent	Understanding and differentiating Violent behaviors and Non-violence in sports; to stimulate the creation of an environment competitive, ethical and respectful; and to create individual commitments	Dynamics and wheel Of conversation
2	Applying the competition non-violent	To promote action and reflection on the non-violent competition from competitive practice, valuing teamwork and respect for adversary	Dynamics and wheel of conversation
3	Consolidation of the competition non-violent together with	Create a safe space for speaking and Listening for alignment of perceptions, expectations and collective ethical commitments; to provide reflections on the	Dynamics, wheel of conversation and writing collective

³ Learning paths are structured as pedagogical routes organized in stages, with the objective of promoting the gradual and comprehensive deepening of knowledge and skills levels, both in the professional and personal spheres (Filatro; Cavalcanti, 2018).

	technicians	roles of the coach and athletes in building a competition healthy; and to identify attitudes and attitudes that impact the climate competitive team	
4	"What remained" for me?" - Summary of journey	To systematize the constructed Meanings Along the trail; identify Changes in thinking, feeling or attitude; and collect spontaneous speech that express meanings attributed to lived experiences	Group interview, collective writing and medal presentation conclusion

Source: prepared by the authors, 2026

The intervention began with the approval of the research project by the Ethics Committee⁴ and the signing of the Assent Form by the participants and the Informed Consent Form by the participants' guardians. The first step of the intervention consisted of administering an electronic questionnaire to gather general information about the participants (age, race, health status), identify their understandings and prior experiences of competition, and introduce the research topic. At the end of the research, a similar questionnaire was administered to identify possible changes in the meanings and significance attributed to competition by the participants.

During the intervention, a learning path was implemented, consisting of four 50-minute meetings held weekly in a space provided by the granting institution. The meetings were facilitated by the researcher and structured around discussion circles and group dynamics, in line with the idea that learning occurs through social interaction (Vygotsky, 1989, *apud* Rosa; Goi, 2024).

The discussion circles were planned as spaces for listening, reflection, and dialogical construction of meaning, in order to encourage the emergence of participants' voices on phenomena in competitive sports and to strengthen bonds between the group and the researcher. The group dynamics, on the other hand, served to enhance spontaneous expression and enable practical experiences of the theoretical content addressed in the

⁴This research work was approved by the Research Ethics Committee (CEP) of the Ielusc Faculty, registered on the Brazil Platform under protocol: CAAE: 89667425.6.0000.5365

meetings, allowing observation of behaviors, emotions, and relationships present in the context of the athletes.

At the end of each workshop in the track, the researcher recorded the following descriptions of the meeting in a field diary (Medrado; Spink; Mélo, 2014): the execution of the proposal; the impressions and feelings resulting from its realization; and the participants' records, speeches, and behaviors. In addition to the field diary, participant observation (Valladares, 2007), a semi-structured interview (Manzini, 2004), and two questionnaires administered via the Google Forms platform were used to gather information. The combined use of these instruments and techniques allowed for a more contextualized, dialogical, and transformative understanding of the investigated experience.

For the analysis of the information produced by the research, the Meaning Nuclei technique, proposed by Aguiar and Ozella (2013), was used. Based on dialectics, this technique seeks to understand the process of meaning-making in reality, moving from the empirical to the abstract and, from there, to the concrete (Cicarelo Junior, 2022), which makes it possible to highlight the mediations resulting from various social and historical determinants. Its application involves the analysis of written reports, narratives, self-confrontation, questionnaires, and drawings, which, when complemented by interviews, ensure greater interpretative consistency.

To construct the core meanings, three stages of analysis of the materials produced during the research were followed (Aguiar; Soares; Machado, 2015):

1) Gathering preliminary indicators: words that indicate the way individuals think, feel, and act are identified. In this process, the researcher carefully observed particular aspects of the participants' speech, such as frequency, emphasis, contradictions and reiteration of words and expressions, emotional charge, and insinuations;

2) Systematization of indicators: allows for understanding the ways in which the subject signifies reality through the interpretation of the meanings produced in their discourse. This is done using criteria of similarity, complementarity, and opposition, as well as negating the discourse as it is presented, in order to highlight contradictions between the pre-indicators and avoid unilateral analyses;

3) Systematization of core meanings: This consists of articulating and synthesizing the indicators, allowing for a deeper understanding of the investigated reality. This stage seeks to overcome apparent discourse - which does not always reflect the social and historical reality of the individual - in order to reach the meanings that, historically and dialectically, articulate speech and thought, resulting in the construction of core meanings.

It is important to emphasize that the apprehension of meanings through this technique does not presuppose fixed or absolutely defined answers, since the individual can express themselves in a partial and contradictory way - aspects understood as indicators of their ways of being and their lived processes (Aguiar; Ozella, 2013).

4. RESULTS AND DISCUSSION

The researcher began her fieldwork over four weeks through participant observation in order to understand the context, the participants, and their needs. During this period, it was identified that the athletes' conception of competition involved elements of violent competition, such as pressure, provocation, and intimidation, which was a driving force in defining the research topic. After this stage, the researcher remained in the field until the intervention was implemented and for another four weeks to analyze the resulting impacts. This decision is based on the understanding that a deeper understanding of changes in studied groups requires continuous monitoring and is not limited to a single moment (Valladares, 2007).

It was observed that, as Valladares (2007) points out, the interaction with the researcher throughout the intervention process caused changes in the interactions and dynamics established both among the participants and between them and the researcher – as exemplified by the statement of an athlete: “Without you, I would have given up on the sport” (P8⁵). To legitimize the experiences lived during the research, the expressions of the 15 participants were considered in this analysis, including those who were present in only one stage of the learning path. Excluding their contributions would imply disregarding the impacts produced and the meanings attributed by each participant to the proposed activities.

4.1 Initial Perceptions

With the aim of investigating the initial meanings attributed by the participants to competition and the phenomena that permeate it, the first stage of the research consisted of applying a questionnaire, in which 13 athletes participated. The instrument included the following questions: “Have you ever participated in championships? How did you feel?”;

⁵The transcripts obtained from interactions with the athletes will be written in italics, within quotation marks, accompanied by an alphanumeric code identifying each participant.

“What do you like most about the sport?”; “How do you feel when you lose a game? And when you win?”; “What does competing mean to you?”; “Can competing be healthy? Why?”; “Have you ever had a bad experience in competition?”; and “What profession do you want to have in the future?”.

To gather pre-indicators – the first step in constructing the core meaning – tables were created with keywords extracted from the participants' responses to the questionnaire. According to Cicarello Junior (2022, p. 153), pre-indicators correspond to "moments in the participants' speech where reiterative content appeared, demonstrating greater affectivity, cognitions, or ambivalences that were important for understanding the objective of the investigation". Thus, the questionnaire responses were understood as pre-indicators, since the act of answering it involves reflection and interpretation of lived experiences, mobilization of emotions related to the theme, and the spontaneous expression of what was experienced by the participants.

After gathering the preliminary indicators, the indicators were systematized based on criteria of similarity, complementarity, or contrast (Aguiar; Soares; Machado, 2015). Among the keywords extracted from the participants' responses, the following stand out for similarity: "give up", "lose", "pressure", and "make mistakes"; "improve", "learn", "fuel", "motivation", "development", "rivalry", "healthy", and "respect"; and "nervous", "excited", "disappointed", and "happy". The final indicators are presented in Table 2.

Table 2 - Indicators of the core meaning of Questionnaire 1

Questions	Indicators extracted from participants' responses
Have you ever participated in championships? How did you feel?	Nervous ; excited
What do you like most about the sport?	To improve; to compete ; to play with colleagues; to learn new things.
How do you feel when you lose a game? And when you win?	Disappointed; the team and coach were disappointed in me; frustrated; angry; I didn't meet expectations; losing to evolve; learning from my mistakes; defeat is where we learn the most; doing better; I see the evolution; happy ; relief; satisfaction; achievement; what I trained for was worth it.
What does it mean to	Dream; competing is good ; seeing teams, athletes, and

compete?	coaches striving; motivation ; fuel; showing everything I know; a way of learning; experience; development ; showing who is better; challenging oneself.
Can competition be healthy? Why?	Competition/rivalry is healthy , with respect; it encourages sport; it's mental and emotional; and it offers opportunities.
Have you ever had a bad experience in a competition?	Seeing the team give up ; losing because of me; feeling pressure ; making mistakes ; barely getting on the court; being yelled in; crying; not lowering my head; getting injured; blaming myself; failing at the only obligation I had; losing all the games; terrible refereeing; I didn't have any bad experiences.
What profession do you want to have in the future?	To be an athlete ; in volleyball; something related to sports.

Legend: In bold are the words that stood out for being repeated and for having a decisive impact on the participants' discourse.

Source: prepared by the authors, 2026

To extract the indicators presented in Table 2, three interpretative categories were used. The first, cognitive-emotional processes, refers to the manifestations of thoughts, feelings, and emotions of the athletes. The second, behavior, encompasses the actions and interactions established by the participants in the sporting context. Finally, the competition category concerns the conceptions and meanings attributed by the athletes to the competitive phenomenon.

The process of articulating and synthesizing these indicators allows for the systematization of the core meaning, which made it possible to identify that, for the group, competition is perceived as "a motivating experience, fuel, an opportunity to show what one knows, to learn and to develop, which can be healthy and have respectful rivalry". However, in the competitive experience, there are also "defeat, pressure, injury, guilt, and not being able to play", elements that cause "nervousness, disappointment, frustration, and anger" and that, in turn, can result in behaviors such as "making mistakes, crying, and giving up".

Based on the participants' responses, it is observed that, although they value victory, they recognize that competitive sport constitutes a field for demonstrating skills, gaining experiences, and facing challenges. In this sense, competition is perceived as positive and motivating, serving as fuel for learning and development.

The participants also understand the competitive environment as emotionally motivating. While competing represents a dream for nine of them, who express a desire to build a professional future in the sport, there are also reports of excessive pressure and demands – often associated with shouting – as well as negative experiences related to making mistakes, injuries, and situations of exclusion. These elements trigger feelings of guilt and, in some cases, the desire to give up.

4.2 Workshop Development

From the perspective of Historical-Cultural Psychology, the importance of processes is recognized rather than an exclusive focus on ends. However, to achieve the objective proposed by this research, the emphasis will be on the beginning and end of the intervention. Even so, in order not to disregard the relevance of the process, information will be presented on the application of the learning path to understand how it developed.

In the learning path, the workshops were interconnected, forming a continuous and integrated structure, while each meeting maintained its own organization, adapted to the objectives of the intervention and the demands of the participants. Among the common elements, the organization of the meetings as spaces for collective elaboration and meaning-making stands out, based on Vygotsky and Leontiev's Materialist Theory of Activity, which understands that the learning and meaning-making process is essentially active and begins with the subject's action on the learned content (Calve; Rossler; Silva, 2015). In this direction, the workshops focused on the participants reflection on the activities carried out and the interpretation of their emotions, affectivities, fantasies, and the search for meaning in the sporting context (Nascimento, 2003).

The first session of the training program aimed to introduce the concept of non-violent competition, help participants identify violent attitudes in the sporting context, and encourage the construction of a more ethical and respectful competitive environment. From a historical-cultural perspective, it is understood that the basis of the human psyche is formed by higher psychological functions, constituted in the interaction of the individual with the social environment and mediated, above all, by language (Facci, 2004). Based on this premise, the session began with a round table discussion on the themes of "competition", "non-violent competition", and "violence", aiming to present non-violent competition to participants as a way of competing that prioritizes enjoyment in sports practice and recognizes the opponent as a mediator of development. As Martins (2018) points out, the

way an athlete evaluates the competitive situation directly influences their emotional and physiological responses before the competition. Thus, by proposing a modification in how athletes perceive competition, the aim was to intervene in pre-competitive states, especially in levels of anxiety and stress – aspects mentioned by participants in the initial questionnaire.

Next, a positional debate-style activity was conducted to encourage participants to reflect on the subtle boundaries between competitive intensity and violent attitudes that can occur in games and training. This approach aligns with the principle of contradiction, inherent in historical-dialectical materialism, according to which understanding reality requires accepting and exploring its contradictions, seeking to grasp what is essential within them (Pires, 1997). Thus, the debate became a learning moment in which the contradictions among the participants became conscious and were collectively elaborated upon.

Furthermore, questions were asked to broaden the participants' understanding of the theme of "non-violent competition". The choice of a dialogical methodology is based on the understanding that, according to Vygotsky (1996, *apud* Facci, 2004), adolescents assimilate reality through thought and structure personal meanings about the world, relationships, and the future through communication and interaction with other adolescents. At the end of the meeting, with the aim of formalizing a collective commitment to the team in favor of a less violent sports culture, each athlete was invited to state an "Athlete Commitment", indicating an attitude they intended to put into practice to "compete better".

Analysis of the participants' speech and behavior throughout the meeting reveals that, for them, the most recurring emotions in competitive situations are anxiety and anger, frequently associated with refereeing errors, provocations from opponents, and self-comparisons. The athletes understand that coaches have the responsibility to correct and punish violent conduct during the game, generating discomfort in the team when the coach does not intervene in conflicts or inappropriate behaviors.

Furthermore, participants also acknowledge the impacts of violence on the athlete's subjectivity, mentioning consequences such as burnout and abandoning sports. These phenomena were associated with everyday experiences, including accounts from colleagues who gave up on sports. These reflections culminated in the development of collective commitments aimed at promoting healthier competitive experiences, highlighting actions such as avoiding unnecessary shouting and not bringing stress home.

The second meeting aimed to promote a practical on-court activity to apply the concepts worked on in the previous meeting regarding non-violent competition. The main

dynamic consisted of a game with a box of chocolates as the prize, in which the scoring considered not only technical performance but also attitudes of cooperation, encouragement, and respect for the opponent. At the beginning of the activity, upon realizing that there would be a prize and that demonstrations of encouragement would yield extra points, the participants began to offer numerous compliments and celebrations, both for their own team and for the opposing team. Initially, the situation was received with humor and lightheartedness, promoting laughter and collective engagement. However, as the game progressed, the encouragement of the opposing team became excessive, leading the team that was at a disadvantage to show signs of irritation and frustration in the face of the opposing group's actions. Later, the team's discontent with the encouragement – which turned into provocations – intensified, culminating in complaints, demotivation, and tears. The game was won by the team that maintained the more provocative behavior.

Following the activity, a discussion circle was held to understand the participants' perceptions of the experience. During the conversation, important reflections emerged, such as: "When we encourage, it must be genuine. You could tell when the praise was true or not" (P1); "Encouragement that is not genuine generates provocation" (P8); "When we enter the court, we shouldn't be a character, but be ourselves. There's no point in pretending to be someone we're not" (A1). By distinguishing genuine encouragement from irony, the athletes demonstrated an understanding that non-violent competition is not limited to the absence of physical aggression, but involves the ability to identify and question provocations and intimidation in the sporting context.

Furthermore, it was observed that the presence of a prize directly influenced the motivation and behaviors of the participants. At the beginning of the activity, they identified it as the main reason that drove their actions and engagement in the activity. According to Leontiev (1978, *apud* Cicarello Junior, 2022), the motive of the activity is what mobilizes the subject in the pursuit of satisfying a need, whether biological or of social origin, attributing meaning to the action itself. Thus, the objective of obtaining extra points to win the prize guided the athletes' engagement, who began to reproduce behaviors considered positive, such as encouraging and praising. However, the instrumental nature of these behaviors became evident as the encouragement ceased to express genuine support and began to take on a tone of provocation and mockery, generating emotional reactions in the opposing team, such as irritation, frustration, and demotivation.

By exceeding the other's limits, encouragement loses its initial function of recognition and appreciation, taking on a violent character. Thus, it is understood that, just as criticism

must be measured to favor the athlete's development, praise also requires authenticity, moderation, and intentionality. The violence manifested in this episode reveals how the desire to win can distort the meaning of competition and compromise ethical and relational values fundamental to sports practice. This scenario raises questions about the role of prizes and the pursuit of victory in motivating high-performance athletes: Is it legitimate to transgress limits to obtain a prize? What does the prize represent in the athlete's life? Should the athlete win at any cost? And what is the cost paid for a victory that exceeds the moral, emotional, and relational limits of the other?

The third meeting of the training program aimed to consolidate the understanding of non-violent competition through the exchange of experiences among athletes; to reflect on the role of the coach and the participants themselves in building non-violent competition; to identify attitudes that favor or hinder the team's competitive climate; and to collectively develop healthier competitive norms for the group. During the discussion, the theme of "internal competition" was addressed, encompassing disputes over starting positions, self-competition, and the competitive dynamics between athletes and coach. Based on the exchanges, participants reported both feelings of insecurity – such as the fear of making mistakes and being substituted – and emotions that strengthen them during the game, such as the confidence of being among the starters and the pride of contributing to the team, whether on the court or on the bench offering support in different ways.

Next, a dynamic exercise was conducted in which participants answered questions assuming the roles of athlete and coach, with the aim of identifying attitudes that favor or hinder the competitive climate within the team and stimulating empathy and reflection from different perspectives. In this exercise, the athletes pointed out that excessive pressure and shouting demands harm the competitive environment, being perceived as ineffective and generating suffering. When they took on the role of coach, it was observed that, although they recognize its importance for sports development and understand the intentions behind the demands, they disagree with some behaviors, such as when they say "Just shouting doesn't work" (P6). This reflection reinforces the need for a non-violent approach that embraces error as part of learning, avoids excessive demands, and values listening and constructive criticism.

Finally, each athlete completed the sentence "To improve our competitive environment, I commit to...". The responses were compiled into a poster titled "Team Agreements", created by the participants and later displayed at the training location. The poster contained several phrases written by the athletes, among which one stood out: "We

are not machines" (P15). This phrase gained prominence for expressing a critical reflection on the mechanistic view present in high-performance sports and also for being one of the first to be written. In this sense, it is important to emphasize that, before writing their own messages, the athletes read what had already been written on the poster. Thus, those who wrote after the aforementioned phrase demonstrated that they had been influenced by it – many commented that they liked the message and then produced phrases that directly addressed the humanization of sports practice.

According to Vygotsky (1995, *apud* Martins; Rabatini, 2011), the mastery of culture constitutes a central element in human psychological development, through the internalization of signs, especially language. In this direction, the messages written after those that initially attracted the most attention from the participants, such as "We are not machines", reveal a dialogical and cultural process of meaning construction, in which the meanings produced collectively come to mediate the group's productions.

In the final session of the learning path, a group interview was conducted to systematize the meanings constructed by the participants throughout the sessions, identify changes in their thoughts, emotions, and behaviors, and understand the meanings attributed to the experiences in the intervention. To this end, questions were asked aimed at understanding changes in perceptions about competition and competitive behaviors, as well as situations in which participants were unable to apply what they had learned, the difficulties faced in the sporting context, and the strategies used to cope with them. As a conclusion to the learning path, completion medals were awarded, and an individual expression session was held in which each participant was invited to write a message in a notebook in response to the question "What did I take away from this?", reflecting on the lessons learned and leaving a final message for the researcher.

Through the information produced during the meeting, it is observed that the researcher's mediation – in the discussion circles, dynamics, shared reflections, and learning processes – modified the way the athletes perceive the sport ("Thanks to you I have a different view of the sport" - P7), influenced their thoughts and behaviors in the game ("Your research changed our vision on the court and our way of thinking and acting" - P12; "We stopped killing each other on the court" - P8), provided comfort and broadened the perception of a support network in the sporting context ("Thank you for the recommendations and your company, I'm feeling more and more comfortable" - P4), and enabled the recognition of the achievements resulting from the intervention ("The conversations were essential for me to become a better athlete" - P6). These manifestations

demonstrate gratitude for the researcher's work and reveal the subjective and relational impact of the intervention process. In light of this experience, concerns emerged among the athletes that other teams may not have the opportunity to receive interventions from Psychology, recognized as essential for sports development.

Furthermore, the participants' statements highlight the reinterpretation of competition through mediation: what was previously seen as rivalry against enemies is now understood as a space of camaraderie, respect, and intense challenges, where the prize is a consequence, not an end in itself. Simultaneously, the development of awareness about healthy rivalry occurs alongside the recognition that violence exists but does not define the game – an idea expressed in the statement “A toast to healthy rivalry” (P8).

From this, it is highlighted that, from a historical-cultural perspective, the mediation exercised by more experienced partners plays a role in the formation of higher psychological functions in children and adolescents. It is through this mediation that they internalize representations of the world and, from them, develop their own ways of understanding and giving meaning to reality (Costas; Ferreira, 2011). Thus, the quality of the intervention exercised by the reference people involved in children's and youth sports influences how children and adolescents understand competition. Therefore, adults assume a central role in mediating sporting experiences, by transmitting non-violent ways of competing.

4.3 Current Perceptions

As a concluding step of the research, a questionnaire similar to the one used in the initial phase of the study was applied to the participants'. The aim was to identify possible transformations in the meanings and significance attributed to non-violent competition, as well as to understand the nature of these changes. The instrument was completed by 12 athletes, who answered the following questions: “What do you like most about the sport?”; “How do you feel when you lose a game? And when you win?”; “What does competing mean?”; “Can competing be healthy? Why?”; “Have you ever had a bad experience in competition?”; and “What profession do you want to have in the future?”.

From the responses obtained in the questionnaire, keywords were extracted that served as pre-indicators of the core meaning. Among them, the following stand out: “correct”, “do more”, “learning”, “errors”, and “bank” due to similarity; “competitions”, “play with colleagues”, “learn new things”, and “improve” due to complementarity; and “sad”,

"happy", "rewarded", and "fulfilled" due to contrast. The pre-indicators that became indicators are presented in Table 3:

Table 3 - Indicators of the core meaning of Questionnaire 2

Theme	Indicators extracted from the responses
What do you like most about the sport?	Competitions; playing with colleagues; learning new things; improving; a place of comfort; disconnected from academic and personal life.
How do you feel when you lose a game? And when you win?	Much still to come; disappointed the team and coach; in vain; disappointed; thinking about the mistakes; correct; frustrated; sad; I lift my head; improve; not repeat my mistakes; distressed; failed; anger; do more; bad; believe in the process; it was worth it; happy; adrenaline; help the team; relief; rewarded; anxious; fulfilled; good; it worked; peace; pride; electric; improvement; growing; positive results
What does it mean to compete?	To give your best; to be in first place; rivalry; to help; to strive to win; to compare teams; to put what we've learned into practice; insane motivation; to strive to be better; to fight to conquer; a spot on the main team; a medal; to step out of your comfort zone; encouragement for various things in life; to give your best; to be a starter.
Can competition be healthy? Why?	The future of sports will be better; it improves mentality and maturity; gaining experience; boosting motivation; effort being rewarded; having more calm; dealing with defeat; learning from mistakes; competing based on skill; learning; psychological aspects; evolution; rivalry; winning at all costs; without rivalry it wouldn't be fun; being physically and mentally healthy; putting into practice what has been studied and trained; results; dealing with diverse situations; developing ways and techniques to handle them; it stimulates the sport; there will be bad and good times; nobody likes to lose.
Have you ever had a bad experience in a competition?	Irresponsible people; poor preparation; I played very badly; I was on the bench; much more confident on the court; humiliated my team and me; I demanded so much of myself; I demanded too much of myself; I missed the serve; I messed up; I can't drown in mistakes; I injured my ankle; shaken.
What profession do you want to have in the future?	Athlete; volleyball coach; something related to sports; computer science; graphic designer; civil engineer

Legend: In bold are the words that stood out for being repeated and for having a decisive impact on the participants' discourse.

Source: prepared by the authors, 2026

To extract the presented indicators, the interpretative categories “competition”, “violence” – referring to the conceptions and meanings attributed by the athletes to this phenomenon – and “cognitive-emotional processes” were considered. Based on these indicators, the core meaning of Questionnaire 2 was defined, which allowed us to understand that, for the group, competition is perceived as “rivalry, motivation, helping each other, practicing what they have learned, giving their best to come in first place and stepping out of their comfort zone”. It generates “good” and “bad” experiences, enabling them to “deal with various situations”, such as “defeat, anxiety, and frustration”, and can be “physically and mentally healthy”. There are also experiences of “humiliation, pressure, injury, and irresponsible opportunities” that cause “disappointment, frustration with failure, anguish, and sadness”, leading to thoughts of “not liking to lose” and “playing badly”.

When identifying the meanings attributed to non-violent competition through the questionnaire, it is observed that competition is understood as a space that challenges athletes to leave their comfort zone, generating effort, motivation, and maturity, as well as representing the moment to give their best in the pursuit of first place. Beyond physical learning, psychological learning is also evident, related to the developed capacity to deal with phenomena inherent to competition, such as defeats. This understanding is close to the proposal of non-violent competition, which conceives it as a continuous and healthy pedagogical process in a space that favors learning through adverse experiences and the processing of these situations.

According to Leontiev (1978, *cited in* Calve; Rossler; Silva, 2015), meaning is that which is socially shared through language and crystallized in words, concepts, and symbols, while personal sense is the way each person relates to a meaning, being something subjective, individual, and varying according to each subject's history. Considering this distinction, the participants' responses to the initial and final questionnaires were compared, seeking to identify the senses and meanings attributed by the participating athletes to non-violent competition after the intervention proposed by the research.

Convergences are observed regarding the formative conception of competition, the affective and cognitive dimensions, the educational value of sport, the understanding of rivalry as healthy, and the sociocultural focus of the competitive phenomenon. In both questionnaires, athletes recognize that competition involves positive and negative experiences, since, while it is seen as a source of motivation, reward, and personal and social development, it also generates discomforts such as pressure, anxiety, frustration, nervousness, disappointment, anger, and sadness. These discomforts, however, are also

understood as drivers of learning, reinforcing the pedagogical and formative character of competition. Furthermore, rivalry is perceived, in both instances, as a natural and positive element, provided it is guided by respect and ethics.

Regarding the differences observed in the participants' initial and current perceptions, three stand out: the participants' behaviors in the face of competitive phenomena, the development of the concept of "non-violent competition", and the increase in the number of participants who envision a professional future in sports. At the beginning of the program, negative experiences were lived more immediately and reactively by the participants, with attitudes of giving up in the face of difficulties and feelings of frustration. At the end of the process, a reorganization of the participants' behaviors was observed, expressed in calmer and more collaborative attitudes, such as a greater ability to recognize errors, persist in challenging situations, and cooperate with the group. These changes can be understood from the re-signification of sporting experiences, as foreseen by the proposal of non-violent competition. In this process, they attributed new meanings to the competitive experience: what was seen as a context that generated anxiety and fear began to be perceived in a lighter and more confident way, reflecting a transformation in the ways of feeling, thinking, and acting in the face of competition and, consequently, in pre-competitive states.

Furthermore, the development of understanding regarding non-violent competition proved to be significant. At the beginning of the intervention, participants understood it as a positive alternative to competition, associating it with the absence of physical violence and the idea of a "competition without confrontation" (P8). At the end of the process, they began to define it in a more elaborate and theoretical way, recognizing it as a transformative process of reality.

There was also an increase in the number of participants who began to envision a professional future in sports – either as athletes or as members of the multidisciplinary team that makes up this context. This movement can be understood as a result of the non-violent competition approach, which served as an opportunity for self-discovery for the athletes, encouraging reflection on personal and relational dimensions of their sporting experience. Through experiences and discussions, participants were able to learn what they like about sports, what they dislike, which teammates they identify with, what their limits are, how they relate to the coach, how they learn and express themselves, and how they deal with different competitive situations.

It is important to emphasize that the participants' reflective processes throughout the research did not occur in isolation: the presence of peers acted as an important mediator of

the athletes' perceptions and responses. By listening to the experiences, opinions, and feelings of their colleagues, the participants began to re-evaluate their own interpretations of the competition, recognizing similarities, differences, and new possibilities for meaning. These exchanges favored identification, emotional validation, and the expansion of the repertoire of responses, since adolescents tend to be guided by the norms and expectations of the group as well. At the same time, the researcher's mediating role was fundamental in organizing this flow of exchanges, ensuring a safe and welcoming environment. Mediation enhances reflection by helping athletes name emotions, explore lived situations, and recognize alternative courses of action. Thus, both the social factor and mediation acted as facilitators in the construction of meaning about non-violent competition.

5. FINAL CONSIDERATIONS / CONCLUSION

When psychology enters the field of high-performance competitive youth sports, it encounters a space with great potential for the integral development of young athletes, for socio-emotional learning, for the construction of identity, subjectivity and a sense of belonging, for the understanding of rules, and for the development of autonomy, self-perception, responsibility, teamwork, and the ability to cope with victories and defeats. At the same time, a culture is identified that represses the freedom to feel, live, and be, with the justification of seeking performance. In this culture, athletes are not allowed to express emotions that affect their performance during the game and, to this end, they seek strategies to alleviate discomfort, anguish, and feelings on the court. Thus, in the same way that violence in sports manifests itself in the excessive emphasis on victory and exaggerated pressure, which cause high levels of stress and fatigue, an act against someone's spontaneity, will, and freedom can also be considered violence.

Given this reality, it is recognized that Psychology acts as an ally in transforming sports practices, intervening in the modes of relationship and meaning-making that underpin sports culture. Although, in a short period of time, the intervention carried out did not have sufficient conditions to promote a complete transformation of this culture, it allows changes to occur gradually, as it creates spaces that favor the exercise of sensitivity, listening, and expression. In this sense, the intervention represented an opportunity to exercise the freedom to feel and to enable athletes to recognize, express, and share content beyond results, contributing to the idea that athletes are not machines.

Furthermore, since this is a pedagogical intervention research, it is evaluated whether the proposed objectives were effectively achieved throughout the process. The objective "to promote the development of competitiveness among adolescent athletes" led to discussions on the theme of "competition" in conversation circles, which awakened in the participants the desire to compete. In addition, carrying out a practical activity of non-violent competition allowed for the concrete experience of competitiveness.

Similarly, based on the objective of "implementing a competitive approach capable of meeting the demands of athletic performance without reproducing violent practices", it was possible to transform the participants' sporting experiences so that they perceived the competitive situation in a more relaxed and confident way, consequently altering their pre-competitive states and positively impacting the team's performance.

Regarding the objective of "providing a safe environment for sharing feelings, potential, difficulties, and individual and collective experiences", this led to the promotion of trust and acceptance among the athletes, as the discussion circles became spaces for affective and reflective expression.

Finally, the objective of "using dialogical mediations to promote changes in the pre-attributed meanings of competition" enabled the intervention process to broaden perceptions about competition and to reframe aspects initially understood negatively.

Regarding the contributions of research in the scientific and social spheres, this study can contribute to strengthening the field of scientific production in Sports Psychology in Brazil, especially from undergraduate Psychology courses, by encouraging new ways of thinking and doing in the area from different theoretical perspectives, such as the historical-cultural approach. Furthermore, it contributes to broadening the debates on violence in high-performance sports, especially those involving children and adolescents.

By understanding the sociocultural phenomena that permeate competition and recognizing that the way athletes interpret their experiences in sport impacts the formation of subjectivity, thoughts, emotions, identity, and autonomy, this study proposes the continuation of research and interventions based on the perspective of non-violent competition. Such practices can constitute pedagogical tools aimed at the athlete's integral development - not just performance - promoting transformations in the perception of the act of competing and contributing to overcoming violent conceptions in sport.

REFERENCES

- AGUIAR, W. M. J. DE; OZELLA, S. Apreensão dos sentidos: aprimorando a proposta dos núcleos de significação. **Revista Brasileira de Estudos Pedagógicos**, v. 94, n. 236, p. 299-322, jan. 2013.
- AGUIAR, W. M. J. DE; SOARES, J. R.; MACHADO, V. C. Núcleos de significação: uma proposta histórico-dialética de apreensão das significações. **Cadernos de Pesquisa**, v. 45, n. 155, p. 56-75, jan. 2015.
- BOCK, A. M. B. A adolescência como construção social: estudo sobre livros destinados a pais e educadores. **Psicologia Escolar e Educacional**, v. 11, n. 1, p. 63-76, jan. 2007.
- BRASIL. Conselho Federal de Psicologia (CFP). **Referências técnicas para atuação de psicólogos(os) em políticas públicas de esporte**. Brasília, 2019. Disponível em: <https://site.cfp.org.br/publicacao/referencias-tecnicas-para-atuacao-de-psicologasos-em-politicas-publicas-de-esporte/>. Acesso em: 7 abr. 2025.
- CALVE, T. M.; ROSSLER, J. H.; SILVA, G. L. R. DA. A aprendizagem escolar e o sentido pessoal na Psicologia de A. N. Leontiev. **Psicologia Escolar e Educacional**, v. 19, n. 3, p. 435-444, set. 2015.
- CHAUÍ, M. Ética, política e violência. In: CAMACHO, T. (org.). **Ensaio sobre violência**. Vitória, ES: Edufes, 2003.
- CICARELLO JUNIOR, I. C. **Uma estratégia de orientação de estágio supervisionado com atividades gamificadas numa perspectiva histórico-cultural**. 2022. 340p. Tese (Doutorado em Psicologia) - Universidade Federal do Paraná, Curitiba, 2022.
- COSTAS, F. A. T.; FERREIRA, L. S. Sentido, significado e mediação em Vygotsky: implicações para a constituição do processo de leitura. **Revista Ibero-Americana de Educação**, v. 55, p. 205-223, 2011.
- DAMIANI, M. F. *et al.* Discutindo pesquisas do tipo intervenção pedagógica. **Cadernos de Educação**, n.45, p. 57-67, 2013.
- DIAS, M. H.; TEIXEIRA, M. A. P. Estudo exploratório sobre o abandono do esporte em jovens tenistas. **Rev. bras. psicol. esporte**, São Paulo, v. 1, n. 1, p. 01-18, dez. 2007.
- FACCI, M. G. D. A periodização do desenvolvimento psicológico individual na perspectiva de Leontiev, Elkonin e Vigotski. **Cadernos CEDES**, v. 24, n. 62, p. 64-81, abr. 2004.
- FILATRO, A.; CAVALCANTI, C. C. **Metodologias inovativas na educação presencial, a distância e corporativa**. 1ª ed. São Paulo: Saraiva Educação, 2018.
- MACHADO, A. A.; BRANDÃO, M. R. F. Performance esportiva de adolescentes: influências psicológicas externas. **Motriz: Revista de Educação Física**, Rio Claro, v. 12, n. 3, p. 262-268, set./dez. 2006.

MANZINI, E. J. Entrevista semi-estruturada: análise de objetivos e de roteiros. In: Seminário Internacional sobre Pesquisa e Estudos Qualitativos, 2, 2004, Bauru. A pesquisa qualitativa em debate. **Anais...** Bauru: USC, 2004.

MARQUES, R. F. R.; ALMEIDA, M. A. B. DE; GUTIÉRREZ, G. L. Esporte: um fenômeno heterogêneo: estudo sobre o esporte e suas manifestações na sociedade contemporânea. **Movimento**, v. 13, n. 3, p. 225-242, 2008.

MARTINS, M. V. A. **Psicologia do esporte: influência dos aspectos psicológicos no rendimento de atletas de alto nível**. 2018. Trabalho de Conclusão de Curso (Graduação em Educação Física) - Universidade Estadual Paulista Júlio de Mesquita Filho, Rio Claro, 2018.

MARTINS, L. M.; RABATINI, V. G. A concepção de cultura em Vigotski: contribuições para a educação escolar. **Rev. psicol. polít.**, São Paulo, v. 11, n. 22, p. 345-358, dez. 2011.

MASCAGNA, C. G. **Adolescência: Compreensão Histórica a Partir da escola de Vigotski**. 2009. 185p. Dissertação (Mestrado em Psicologia) - Universidade Estadual de Maringá, Maringá, 2009.

MEDRADO, B.; SPINK, M. J. P.; MÉLLO, R. P. Diários como atuantes em nossas pesquisas: Narrativas ficcionais implicadas. In SPINK, M. J. P. *et al.* (org.). **A produção de informação na pesquisa social: Compartilhando ferramentas**. Rio de Janeiro: Centro Edelstein de Pesquisas Sociais, 2014.

MILLMAN, D. **O Atleta Interior**. São Paulo: Pensamento, 1994.

MOLON, S. I. Notas sobre constituição do sujeito, subjetividade e linguagem. **Psicologia em Estudo**, Maringá, v. 16, n. 4, p. 613-622, out./dez. 2011

NASCIMENTO, R. F. Pesquisa-ação e oficinas psicossociais: recursos metodológicos de trabalho social-comunitário. In: GUERRA, A. M. C. *et al.* (org.). **Psicologia social e direitos humanos**. Belo Horizonte: Edições do Campo Social, 2003.

OZELLA, S. Adolescência: Uma perspectiva crítica. In: CONTINI, M. DE L. J.; KOLLER, S. H. (coord.). **Adolescência e psicologia: concepções, práticas e reflexões críticas**. Brasília: Conselho Federal de Psicologia, 2002.

PIRES, M. F. DE C. O materialismo histórico-dialético e a Educação. **Interface - Comunicação, Saúde, Educação**, v. 1, n. 1, p. 83-94, ago. 1997.

ROSA, A. P. M. DA; GOI, M. E. J. Teoria socioconstrutivista de Lev Vygotsky: aprendizagem por meio das relações e interações sociais. **Revista Educação Pública**, Rio de Janeiro, v. 24, n. 10, 2024.

SHIELDS, D.; BREDEMEIER, B. **True competition: A guide to pursuing excellence in sport and society**. Champaign, IL: Human Kinetics, 2009.

VALLADARES, L. Os dez mandamentos da observação participante. **Revista Brasileira**

de Ciências Sociais, v. 22, n. 63. p. 153-155, fev. 2007.

VIEIRA, L. F. *et al.* Psicologia do esporte: uma área emergente da psicologia. **Psicologia em Estudo**, v. 15, n. 2, p. 391-399, abr. 2010.

VIGOTSKI, L. S. **A formação social da mente**: o desenvolvimento dos processos psicológicos superiores. 6. ed. São Paulo: Martins Fontes, 1998.

WEINBERG, R. S.; GOULD, D. **Fundamentos da psicologia do esporte e do exercício**. 6. ed. Porto Alegre: Artmed, 2017.