

BETWEEN GAMES AND LESSONS: REFLECTIONS ON THE INTERNSHIP IN EARLY CHILDHOOD EDUCATION IN CURITIBA



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ABSTRACT

This experience report analyzed the contribution of playful practices to the integral development of children in early childhood education, based on experiences carried out during a supervised internship in a municipal school in Curitiba. The methodology adopted was qualitative, characterized as an experience report, which allowed a deep and detailed analysis. Data were collected through systematic observations, documentary analysis of the Political Pedagogical Project (PPP) and planned pedagogical interventions, such as storytelling ("Guess How Much I Love You" and "And the Tooth Still Hurts"), artistic activities (painting, modeling and reuse of materials) and cooperative games. The results showed that the playful practices promoted engagement, creativity and collaboration, in addition to stimulating socio-emotional, cognitive and motor skills in the children. However, challenges such as material resource limitations and initial resistance reinforced the importance of detailed pedagogical planning and investments in infrastructure and teacher training. It was concluded that playing, in line with the guidelines of the National Common Curriculum Base (BNCC), is an essential structuring axis for early childhood education. In addition, the supervised internship proved to be a vital formative experience for the articulation between theory and practice, contributing to the training of reflective teachers committed to an inclusive and quality education

Keywords: Early Childhood Education. Playful Practices. Child development. Teacher Training. Supervised Internship.

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INTRODUCTION

Imagine a room full of children laughing, creating stories, and exploring materials that transform the ordinary into the extraordinary. This is the essence of early childhood education in Curitiba, where games and lessons intertwine, creating meaningful and memorable experiences. During the supervised internship, it was possible to experience how playing not only entertains, but also educates, shaping the integral formation of children and offering space for critical reflections that inspire future pedagogical practices.

Early childhood education, as the initial stage of basic education, plays a crucial role in the integral formation of children, addressing cognitive, emotional, social and motor aspects. As pointed out by Magalhães (2023), this phase constitutes the foundation for human development, highlighting the importance of pedagogical practices that integrate playfulness and learning. In this scenario, the supervised internship emerges as an essential experience in the training of future teachers, providing the experience of educational practice under the guidance of experienced professionals and based on solid theoretical references.

The present experience report was developed during the supervised internship in a municipal school in Curitiba, focused on early childhood education with children aged 4 to 5 years. The pedagogical proposal of this institution is based on an interdisciplinary and playful approach, aligned with the National Common Curricular Base (BNCC), which advocates play as a structuring axis of educational practices (Brasil, 2017). During the internship, observations and pedagogical interventions were carried out, such as the storytelling "Guess How Much I Love You" and "And the Tooth Still Hurts", as well as artistic activities such as painting, modeling and making objects with recyclable materials. These actions aimed to stimulate the integral development of children and promote the articulation between theory and practice.

The relevance of this study lies in showing how playful educational practices contribute to meaningful learning and teacher training. The BNCC reinforces that, in early childhood education, it is essential to integrate the fields of experience into the school routine, considering the specificities of children and the sociocultural context in which they are inserted (Brasil, 2017). In this sense, the supervised internship enabled the planning and execution of contextualized pedagogical actions, as well as critical reflections on teaching practice.

Early childhood education in Curitiba has specific characteristics that reflect the alignment of municipal guidelines with state and federal regulations. The Municipal Department of Education (SME) promotes an articulation between the guidelines of the State Department of Education of Paraná (SEED-PR) and local demands, ensuring quality education that values regional peculiarities. According to Magalhães (2023), this articulation strengthens the construction of pedagogical practices that meet the needs of children and promote their integral development.

The general objective of this study is to analyze the experiences lived during the supervised internship, highlighting the importance of playful practices in early childhood education. Specific objectives include: (1) to identify the pedagogical strategies used to promote children's development; (2) to understand how the articulation between theory and practice contributes to teacher training; and (3) reflect on the challenges and potentialities of supervised internship in early childhood education.

The methodology used was based on the qualitative approach, presenting itself as an experience report. Systematic observations of educational practices, analysis of the institution's Pedagogical Political Project (PPP) and planned interventions based on the theoretical references addressed were carried out. The use of playful materials, including children's books and artistic activities, was fundamental for the execution of the actions, offering children meaningful learning experiences.

During the internship, it was observed that the children showed great interest in playful activities, actively interacting with the materials and their classmates. Storytelling proved to be an effective tool to stimulate imagination and creativity, in addition to contributing to the development of language and emotional expression. As Barbosa (2000) points out, playfulness is an indispensable pedagogical resource in early childhood education, as it allows children to learn in a pleasurable and meaningful way.

THEORETICAL FOUNDATION

Early childhood education, as an initial stage of school formation, requires pedagogical practices that articulate theory and practice, ensuring the integral development of children. The theoretical framework that underpins this study focuses on two main subtitles: playfulness as a pedagogical resource and the articulation between educating and caring in early childhood education.

PLAYFULNESS AS A PEDAGOGICAL RESOURCE

Playfulness is fundamental in early childhood education, being seen as a crucial component for the full development of children. This implies that, by playing, they have the opportunity to improve their social (such as cooperation), cognitive (problem-solving) and motor skills.

Studies published in the journal database of the Coordination for the Improvement of Higher Education Personnel (CAPES) and works by relevant authors, such as Silva (2020) and Barbosa (2000) highlight that playing should be understood as an intentional pedagogical practice, planned to promote cognitive, socio-emotional, and motor skills (Brasil, 2017).

According to Freire (2014), playing is more than a spontaneous activity; It is a universal language that allows children to express their emotions, ideas and experiences. In an intervention study published in CAPES, observations of children aged 3 to 5 years revealed that play mediated by educators not only promotes engagement and creativity, but also facilitates the construction of social bonds and the development of empathy.

Another relevant aspect is the role of playfulness in strengthening children's autonomy. As Magalhães (2023) points out, activities such as cooperative games and storytelling are able to encourage children to make decisions, solve problems, and experiment with different social roles, contributing to their personal maturation. In the practical sphere, playfulness is not limited to traditional games. Recent studies highlight the use of alternative materials, such as clay, recycled papers, and other creative resources, to enrich children's experiences (Simiano and Simão, 2016).

These practices offer new possibilities for sensory exploration and stimulate curiosity, allowing children to establish meaningful connections with the world around them. This focus is aligned with the BNCC, which defines play as the structuring axis of pedagogical practices, integrating it into the fields of experience that guide the early childhood education curriculum (Brasil, 2017).

In short, the playful activity, intentionally with planning and control, is an indispensable pedagogical resource for early childhood education. Its relevance transcends the recreational aspect, contributing significantly to the integral development of children and to the construction of a more inclusive and meaningful educational practice (Silva, 2013).

ARTICULATION BETWEEN EDUCATING AND CARING IN EARLY CHILDHOOD EDUCATION

The articulation between educating and caring is one of the central pillars of early childhood education, reflecting the complexity and comprehensiveness necessary to promote the full development of children.

This perspective, widely addressed by theorists and educational guidelines, reinforces that caring is not a merely welfare action, but an essential pedagogical dimension, integrated into the act of educating. According to Pasqualini and Martins (2008), both dimensions are inseparable and complementary, requiring pedagogical planning that considers the physical, emotional, cognitive and social needs of children.

In the context of the BNCC (Brasil, 2017), caring is understood as a practice that transcends the daily actions of food, hygiene and safety. It expands to encompass the creation of affective relationships, the strengthening of self-esteem, and the promotion of emotional well-being. Early childhood education, in this sense, becomes a space of welcome and meaningful experiences, where care enhances the educational process.

As stated by Diaz and Medeiros (2020), affective interactions improve the relationship between children and teachers in the context of early childhood education, emphasizing that care is deeply connected to the promotion of child autonomy. By motivating children's participation in activities such as organizing materials, choosing games, and performing personal care, educators establish an environment that respects and values individual initiatives. This approach not only encourages the development of motor and social skills, but also makes children feel valued in their individuality.

Educating, in turn, implies the planning and execution of pedagogical practices that dialogue with the interests and needs of children. Saviani (2011) highlights that educating is an intentional act, which requires the articulation between systematized knowledge and experiential experiences. In early childhood education, this pedagogical intentionality is manifested in the organization of spaces, times and materials that favor interaction, exploration and the construction of knowledge by children.

In this sense, the educator plays a fundamental role in creating learning situations that promote the construction of meanings and the expansion of children's competencies (Pasqualini and Martins, 2008). This approach requires an attentive and sensitive look at the specificities of each child, respecting their times and rhythms of development.

The articulation between educating and caring is also reflected in teacher training. During the supervised internship, future teachers are challenged to integrate these two dimensions into their practices. As Magalhães (2023) states, the internship is a privileged space for interns to experience the complexity of daily school life, reflect on their practices, and develop professional skills that combine theory and practice. This process is essential for the construction of a teacher identity committed to quality and inclusion in early childhood education.

Freire (2014) highlights that educating is a political act, which requires a critical and transformative posture. In the context of early childhood education, this means recognizing children as subjects of rights and protagonists of their learning process. This vision requires educators to assume a reflective practice, capable of adapting to the specificities of each context and promoting an education that values the diversity and potential of each child.

In short, the articulation between educating and caring is a structuring principle of early childhood education, which requires an integrated, sensitive and intentional approach. This integration not only promotes the integral development of children, but also contributes to the construction of a more humane, inclusive, and transformative pedagogical practice.

METHODOLOGY

The qualitative approach was organized in this study as an experience report prepared during the supervised internship in a municipal school in Curitiba, focused on children aged 4 to 5 years in early childhood education. According to Bogdan and Biklen (2014), it emphasizes a deep understanding and is ideal for understanding the experiences and meanings attributed by the subjects, being particularly relevant to investigate pedagogical practices in educational contexts.

TYPE OF RESEARCH

The focus of the study reflectively describes the experiences and learning obtained during the supervised internship. As Bardin (2016) points out, the descriptive methodology is a valuable instrument to articulate practice and theory, promoting a critical reflection of the situations experienced. The focus was to document the actions developed, the challenges faced and the results obtained in the implementation of playful practices.

CONTEXT OF THE RESEARCH

The school analyzed is located in a peripheral area of Curitiba and serves children from low-income families. This situation demanded adjustments in educational practices to meet the particular needs of the school community. The institution's Pedagogical Political Project (PPP) highlights playfulness as a central element, in accordance with the guidelines of the National Common Curricular Base (BNCC) (Brasil, 2017), which directly impacted the planning of the interventions carried out during the internship.

DATA COLLECTION PROCEDURES

Data were collected using the following main techniques:

1. **Participant Observation:** During the internship, detailed observations of the interactions between children, educators and pedagogical materials were carried out, with systematic recording in a field diary. These observations occurred at different times, such as playful activities, conversation circles and artistic workshops.
2. **Document Analysis:** The school's PPP was analyzed as a primary source to identify pedagogical guidelines and educational objectives. This analysis allowed us to understand how playfulness was incorporated into the institution's educational proposal.
3. **Planned Pedagogical Interventions:** Actions such as storytelling, cooperative games and artistic activities were implemented, with the aim of stimulating the integral development of children. These interventions were adapted based on the observations made and the theoretical frameworks studied.

DATA ANALYSIS PROCEDURES

The collected data were analyzed according to the principles of content analysis (Bardin, 2016). The field diary records and the data from the interventions were categorized into key themes, such as playful engagement, social interaction, and the development of cognitive and socio-emotional skills. The triangulation of the data ensured greater validity to the conclusions, allowing a comprehensive analysis of the practices developed.

LIMITATIONS OF THE RESEARCH

Some limitations were identified in the development of this study:

- **Limited Duration of the Internship:** The restricted time impacted the possibility of more prolonged and in-depth observations.
- **Restricted Context:** The study was carried out in a single institution, which limits the generalization of the results to other educational contexts.

REFLECTIONS ON THE METHODOLOGY

The choice of the qualitative approach and the experience report proved to be adequate to document and reflect on pedagogical practices in early childhood education. The techniques of data collection and analysis allowed a deep understanding of the experiences lived and the challenges faced. This methodology not only contributed to the objectives of the study, but also reinforced the importance of a reflective and contextualized approach in teacher training.

RESULTS

The results obtained during the supervised internship provided valuable insights that can be improved to establish a more effective learning environment in relation to pedagogical practices in early childhood education and the effect of playful activities on children's development. In addition, this experience proved crucial to integrate theory and practice, contributing to the formation of critical educators committed to inclusive and quality education. However, it is imperative to conduct a critical analysis that examines the implications and limitations of these results. Although this experience can be enriching, the literature indicates that internship experiences can vary considerably in terms of quality and relevance. Elements such as the orientation received, the characteristics of the institutions where the internships take place, and the profile of the students served can significantly influence the effectiveness of practical learning. Therefore, it is essential to take into account how these variables affect not only teacher training, but also their contributions to the social and academic context; After all, successful pedagogical practices must be aligned with the demands of the society in which they are inserted.

SOCIAL INTERACTIONS AND PLAYFUL ENGAGEMENT

During the observations, it was found that the playful activities promoted greater engagement of the children, favoring social interactions and collaboration. Activities such as cooperative games and pretend play stimulated teamwork and the exchange of experiences among peers. These moments were essential for the development of socio-emotional skills, such as empathy, problem-solving, and communication.



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COGNITIVE DEVELOPMENT AND CREATIVITY

Storytelling has been identified as one of the most effective pedagogical practices in children's cognitive and creative development. During the supervised internship, books such as *Guess How Much I Love You* and *And the Tooth Still Hurts* were used to stimulate the imagination, develop language skills and expand the children's cultural repertoire. These texts, with rich and engaging narratives, served as a starting point for discussions, rereadings and the creation of new stories, revealing the potential of children's literature as a learning tool.

By being encouraged to create their own narratives and share personal experiences, the children demonstrated significant advances in language and critical thinking. According to Vygotsky (1987), pedagogical mediation in social contexts, such as story circles, is essential for the construction of meanings and for the development of higher psychological functions. It was observed that children who were more shy or less engaged initially began to participate more actively, indicating that the playful environment provided by literature can work as a powerful mediator of interaction and learning.

The storytelling activities were enriched with creative interventions such as dramatizations, illustrations and open discussions. For example, after reading *Guess How Much I Love You*, the children were challenged to draw what they loved most and share their creations with their peers. This approach not only strengthened the link between language and artistic expression, but also created opportunities for the development of fine motor coordination and autonomy. According to Barbosa (2000), playfulness allows children to explore the world around them in an active way, favoring both cognitive and socio-emotional development.

In addition, the use of stories aligned with the interests and reality of the children contributed to the construction of affective bonds in the school environment. In one of the most memorable moments, during the reading of *And the Tooth Still Hurts*, the children spontaneously shared personal experiences related to the loss of teeth, which promoted moments of empathy and connection between peers. The exchange of experiences was mediated by the teachers, who used open questions to stimulate logical reasoning and problem-solving skills. According to Freire (2014), education should be an act of dialogue, where teachers and students learn together in a process of continuous exchange.

One of the lessons learned from these activities was the importance of creating a safe and welcoming environment so that children feel encouraged to express themselves.

At the beginning of the internship, some children showed resistance to participating in more structured activities, such as the creation of collective stories. However, over the weeks, with the use of strategies that integrated playfulness and language, an increase in the children's engagement and confidence in sharing their ideas was observed.

Another relevant aspect was the contribution of storytelling practices to the strengthening of critical thinking. After reading *And the Tooth Still Hurts*, the children were invited to imagine alternative endings to the story, which stimulated creativity and argumentation skills. This practice is in line with the guidelines of the BNCC (Brasil, 2017), which advocate the integration of fields of experience and the stimulation of curiosity and investigation in the educational process.

In terms of pedagogical planning, the activities carried out showed the need to diversify the resources used and to adapt the strategies to the characteristics of the class. The use of visual materials, such as illustrations and puppets, proved especially effective in capturing the children's attention and facilitating the understanding of the stories. In addition, the inclusion of music and body movements during the narratives contributed to making the activities more dynamic and accessible.

Finally, the experiences with storytelling during the internship highlighted the fundamental role of teacher mediation in the integral development of children. The ability to observe, interpret and intervene intentionally in learning processes was a key competence developed by the trainee. According to Saviani (2011), pedagogical mediation requires careful planning and constant reflection on practice, ensuring that the strategies adopted are meaningful and transformative.

In short, the use of storytelling as a pedagogical strategy not only promoted advances in children's cognitive and creative development, but also revealed important lessons about teaching practice in early childhood education. These activities highlighted the value of playfulness as a structuring axis of teaching and reinforced the importance of teacher training that integrates theory and practice in a continuous process of learning and reflection.



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CHALLENGES IN THE IMPLEMENTATION OF PLAYFUL PRACTICES

Although play practices have shown positive results in the integral development of children, the implementation of these activities presented significant challenges. One of the main ones was the initial resistance of some children to proposals that involved collaboration and collective creativity. This behavior may be related to the lack of previous experiences with structured play activities, especially in contexts where play is often devalued or not prioritized in the home environment. This resistance reinforces the need for

consistent pedagogical work that promotes children's familiarization with interactive and creative practices.

Among the activities carried out, the use of basic materials, such as paper, scissors, colored glue and colored pencils, to stimulate creativity and motor coordination, was highlighted. In one of the interventions, the children were invited to build three-dimensional geometric figures using folded and glued colored papers. Although the goal was to develop mathematical skills in a playful way, some students faced difficulties in following instructions or engaging in the activity. To overcome these barriers, practical demonstrations and individual incentives were carried out, which gradually increased interest and participation.

Another challenge identified was the limitation of material resources, which directly impacted the diversity and quality of the proposed activities. For example, during a measurement activity with improvised measuring tapes made of paper, some children had difficulties in understanding the relationship between concrete practice and the mathematical concepts involved, highlighting the need for more appropriate tools. The absence of appropriate pedagogical materials, such as rulers and accessible measuring objects, limited the possibilities of exploring mathematical concepts in a meaningful and playful way.

In addition, activities involving fine arts, such as gouache painting and collages, presented challenges related to organization and planning. Handling the materials required constant supervision, mainly to avoid waste or disorganization. In this context, educators needed to adopt organizational strategies, such as dividing children into small groups and using material control sheets, to ensure that everyone had equal access to resources. These practices revealed the importance of careful and detailed planning, which considers the logistics necessary for the execution of practical activities in the classroom.

Dramatization and storytelling activities also brought critical reflections on the limitations faced in the internship. Despite being rich moments for the development of orality and body expression, some children showed shyness or difficulty in actively participating. To overcome this obstacle, additional elements were introduced, such as puppets, masks made of cardboard, and simple props. These resources have helped to create a more relaxed and safe environment, encouraging children to engage gradually.

The high demand for planning and the need to adapt the activities to the context of the class were constant challenges. The internship showed that, to ensure the success of

playful practices, it is essential to align pedagogical objectives with the needs and interests of children. For example, in an activity to build an "imaginary city" with building blocks and recyclable materials, the initial planning had to be adjusted after the children showed greater interest in drawing maps for the city than in constructing the buildings. This adaptation showed that active listening and observation are essential skills for educators in early childhood education.

A critical aspect observed was the need for continuing education of educators to deal with the adversities inherent to teaching practice. Often, the lack of specific preparation to conduct structured play activities results in a less effective implementation, limiting the potential of these practices. As pointed out by Freire (2014), teacher training should be critical and reflective, enabling teachers to understand the challenges and seek creative and transformative solutions in everyday school life.

Another point of reflection was the importance of public policies in the promotion of quality pedagogical practices. The limitation of resources, such as basic pedagogical materials and adequate infrastructure, highlights the need for investments that enable more inclusive and effective teaching. In addition, expanding access to specific training for the use of playful practices could strengthen educators' ability to plan and implement more meaningful activities.

In summary, the challenges faced in the implementation of playful practices during the supervised internship brought productive learning about pedagogical practice in early childhood education. The need for detailed planning, constant adaptation, and careful mediation was evident in each activity undertaken. Critical reflections on these challenges reinforce the importance of public policies that guarantee adequate resources and training, as well as pedagogical practices that respect the specificities and interests of children. Thus, it is possible to build a more meaningful, inclusive early childhood education aligned with contemporary demands.

DISCUSSION

The pedagogical interventions carried out during the supervised internship revealed the importance of playful practices in the integral development of children, covering the cognitive, motor, socio-emotional and creative aspects. The use of artistic activities, pedagogical games and interactive challenges proved to be effective in stimulating multiple skills, in addition to promoting greater engagement and curiosity.

During a gouache painting activity, children were encouraged to create "dream landscapes" based on previously read stories, such as *Guess How Much I Love You*. This activity, in addition to stimulating fine motor coordination, provided moments of creative expression and sharing of ideas. Children who initially had difficulty mixing colors or holding the brush properly, at the end of the activity, showed significant progress in motor skills and greater confidence in their creative ability.

Subsequently, a clay mass modeling activity was carried out, with the objective of encouraging three-dimensional representation and the use of manual skills. The children were invited to build small objects related to everyday school life, such as tables, chairs and school supplies. This practice not only reinforced spatial and proportional concepts, but also provided moments of collaborative work, as many children decided to unite their creations to form a miniature "school environment". As a result, a strengthening of social interactions and teamwork was observed.

Pedagogical games, in turn, played a central role in the development of logical reasoning and concentration. In one of the activities, the children participated in a game of "mathematical treasure hunt", where they had to solve simple addition and subtraction problems to find clues that led to the hidden treasure. The healthy competition motivated the students, while the interactive format allowed the children to practice math skills dynamically. One student, who initially had difficulty adding numbers, was able to successfully complete the challenge after receiving support from colleagues and teachers, evidencing the impact of collaborative learning.

Another striking intervention was the construction of geometric figures using popsicle sticks and modeling clay. This activity aimed to explore concepts of shapes and angles while strengthening motor coordination and spatial reasoning. During the activity, the children discussed in small groups how to assemble more complex figures, such as pyramids and cubes, demonstrating critical thinking and the ability to solve problems as a team. This practice contributed not only to cognitive development, but also to the construction of values such as patience and resilience, as structures collapsed and needed to be rebuilt.

Oral expression was also encouraged through spontaneous presentations by the children. After carrying out a collage activity with recyclable materials, in which they created "ecological characters", the children were invited to tell stories about the characters they invented. This moment revealed advances in language and creativity, in addition to

strengthening the children's self-esteem. One child, who was previously quite shy, surprised everyone with a detailed and exciting narrative about the "Super Recycler," a character who turned trash into toys for children.

These practices also provided teachers and trainees with significant moments of reflection on the importance of planning and pedagogical mediation. In a collective reading activity followed by a conversation circle, it was possible to observe that children who previously had difficulty concentrating began to participate more actively, sharing opinions about the characters and events of the stories. This evolution reinforces the idea that intentional mediation and a welcoming environment are essential for the integral development of children.

The inclusion of sensory challenges has also been shown to be effective in stimulating cognitive and motor skills. During an activity that involved creating textures with different materials, such as colored sand, cotton, and crepe paper, the children explored visual and tactile contrasts, expanding their sensory perception. In addition, the activity promoted creativity, as each child was encouraged to describe what they felt when touching the different materials, also expanding the linguistic repertoire.

These examples of pedagogical interventions demonstrate how the use of simple and accessible materials can have a significant impact on children's development. The analysis of the practices allowed us to identify that integral development does not occur in isolation, but as a result of interactions mediated by planned activities that dialogue with the interests and needs of the children.

Finally, the practices carried out during the internship reinforced the central role of the educator as a mediator and facilitator of learning. According to Vygotsky (1987), social interaction is the foundation for the development of higher cognitive functions, and the educator plays an essential role in the creation of significant learning opportunities. Thus, each playful activity implemented not only contributed to the development of the children, but also offered future educators the opportunity to critically reflect on their practice and improve their pedagogical skills.

REFLECTIONS ON PEDAGOGICAL INTERVENTION

The supervised internship experience provided a unique opportunity for the articulation between theory and practice in teacher training. This integration is fundamental for the professional development of future teachers, allowing theoretical knowledge to be

applied and evaluated in real teaching contexts. As highlighted by Oliveira et al. (2023), the articulation between theory and practice in initial teacher education is essential for the development of effective teaching skills.

During the internship, the observation and participation in pedagogical practices evidenced the complexity of the teaching work in early childhood education. The need to plan activities that meet the diverse needs of children, combined with classroom management and continuous evaluation of the learning process, requires a reflective and adaptive posture from the educator. Peres et al. (2013) emphasize that teaching practice is permeated by challenges that demand critical and reflective training, capable of preparing teachers to deal with the adversities of daily school life.

The pedagogical intervention carried out allowed us to identify the importance of teacher mediation in the promotion of meaningful learning. By acting as a facilitator, the teacher creates conditions for children to explore, discover and build knowledge in an active way. This approach is aligned with the historical-cultural perspective, which emphasizes the role of the mediator in expanding the zones of proximal development of children. Silva (2013) highlights that play in early childhood education, when intentionally mediated by the educator, contributes significantly to the cognitive and social development of children.

However, the practice also revealed significant challenges, such as the initial resistance of some children to the proposed activities and the limitation of available material resources. These obstacles highlight the need for public policies that guarantee adequate conditions for the development of pedagogical work, as well as continuing education that prepares teachers to face such challenges. Correia (2023) argues that teacher training should contemplate the articulation between practical experience and theoretical foundation, promoting a critical and reflective pedagogical practice.

The critical reflection on the pedagogical intervention carried out during the supervised internship reinforces the importance of teacher training that integrates theory and practice in a dialogical way. This integration enables the future teacher to develop skills necessary for an educational practice committed to quality and equity in early childhood education. As Peres et al. (2013) conclude, investing in critical and reflective training is fundamental for the development of transformative educational practices.

CONCLUSION

The present study highlighted the importance of playful practices in early childhood education, highlighting both their benefits and the challenges for their implementation. The experiences lived throughout the supervised internship provided a critical reflection on the articulation between theory and practice, emphasizing the need for teacher training that integrates these elements in an effective and innovative way. The pedagogical activities carried out demonstrated that playing goes beyond entertainment, being an essential tool for the integral development of children. However, difficulties such as the limitation of material resources and the initial resistance of some children reinforce the need for public policies that expand access to pedagogical materials and ensure adequate conditions for teaching.

In addition, the need to reevaluate teacher training programs was evident, promoting spaces for critical reflection and dialogue between theory and practice. Investment in initial and continuing education, in line with educational guidelines, is essential to enable teachers to face the challenges of early childhood education and promote inclusive and quality teaching. The experience reinforced the importance of a flexible pedagogical planning that can be adapted to the specificities of each school context. Play, as a structuring axis of pedagogical practices, can transform teaching, making it more meaningful and humanizing. In this way, critical reflection on pedagogical intervention contributes not only to the improvement of teacher training, but also to the construction of a more equitable education committed to the integral development of children.

The supervised internship carried out in a municipal school was an enriching experience, allowing the concrete experience of pedagogical practice. More than an application of techniques, this stage enabled a critical analysis of school dynamics, teacher mediation and the impact of playful activities on children's learning. However, the challenges encountered instigate reflections on the limitations and potentialities of pedagogical intervention in this context.

Among the strategies developed, activities such as storytelling, cooperative games and artistic proposals proved to be effective in stimulating children's engagement and creativity. Some activities were especially relevant for the development of motor coordination, creative expression and socialization. However, the observations made revealed inequalities in previous access to playful experiences, reflecting differences in children's performance and participation. This scenario highlights the importance of

sensitive pedagogical mediation, which respects the different rhythms of learning and seeks to ensure equitable opportunities for all.

The challenges faced were not limited to the individual particularities of the children, but also included structural and systemic issues. The scarcity of pedagogical resources directly impacted the diversity of activities and the possibility of a broader playful exploration. This factor reinforces the urgency of public investments that guarantee adequate funding for the acquisition of quality materials, especially in schools located in regions of greater vulnerability. In addition, there was a discrepancy between the curricular guidelines and the school reality, evidencing the need for continuous support for the effective implementation of the recommended playful approaches.

Although the internship was a valuable experience, it also revealed limitations in the traditional structure of teacher training. Often, pedagogical practice is restricted to the execution of previously planned activities, without a deeper analysis of learning processes and school interactions. This raises the need for reformulations in internship programs in order to include more structured moments of critical reflection, based on evidence and concrete experiences.

Another point of attention was the initial resistance of some children to certain pedagogical proposals. This resistance should not be interpreted only as an obstacle, but as an opportunity to better understand the social and emotional contexts that influence engagement in learning. The teacher's active listening and the appreciation of the children's previous experiences proved to be fundamental to overcome these barriers and promote a more meaningful teaching.

Despite the difficulties, the positive impacts of playful practices were evident. Activities that encouraged dramatization and the use of concrete materials favored oral expression, creativity and socio-emotional development of the children. The adaptation of the pedagogical proposals to the reality of the group demonstrated that playfulness can be a powerful tool to integrate different areas of knowledge, making learning more engaging and contextualized.

One of the main lessons learned throughout this experience was the need for flexibility and adaptation on the part of the teacher. On several occasions, the activities had to be adjusted to meet the needs of the children or the limitations of the environment. This reinforces the importance of seeing pedagogical planning as a dynamic process, which must be constantly reviewed and improved. In addition, the exchange of experiences

between the school's professionals and the interns was essential for the development of pedagogical practices, evidencing the relevance of collaborative work in the construction of a teaching identity based on reflection and the search for improvements.

Therefore, the experience in the supervised internship enabled a deeper understanding of the school reality and the possibilities of improving pedagogical practices. The experience reaffirmed the importance of play in early childhood education and highlighted the need for teaching that considers the diversity of children and respects their learning processes. The construction of a more inclusive and quality early childhood education depends on a set of factors, including effective public policies, continuing teacher training and pedagogical planning that values playfulness as an essential element for the integral development of children.

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