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The Dynamization of Playful Experiences in Early Childhood Education Research and Internship Classes

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ABSTRACT

In teachers' training processes, the dynamization of playful experiences constitutes a theoretical-methodological strategy in the teaching-learning action of the fundamentals of early childhood education in the context of the training and teaching practice of future teachers who meet the other in the university and basic education school spaces for sharing knowledge, experience and learning from teaching. These moments will be narrated in this experience report that aims to analyze the meanings of the dynamization of playful experiences in the training and teaching practice of future teachers who participated in the different teaching-learning methodologies used in Research and Internship classes in Early Childhood Education by the training teachers. of this curricular component, by the teaching scholarship holder and by the students of the 6th semester of the morning shift of the Pedagogy course of the Department of Education (DEDC) of Guanambi, Campus XII of the University of the State of Bahia (UNEB), in the first semester of 2018. The playful experiences during classes constituted a great moment of reflection on how the academics could think about their planning for children in early childhood education, a stage in which they would have to conduct the internship activities. It is important to think about teacher education based on the relationship between theory and practice, the transition between university and basic education, the inseparability of curricular, academic, and experiential knowledge.

KEYWORDS

Formative meetings. Teaching-learning. Supervised internship. Problematicization. Dialogic relationship. Playful experiences.

A Dinamização de Vivências Lúdicas nas Aulas de Pesquisa e Estágio em Educação Infantil

RESUMO

Nos processos formativos de professores, a dinamização de vivências lúdicas constitui-se uma estratégia teórico-metodológica na ação de ensino-aprendizagem dos fundamentos da educação infantil no âmbito da formação e prática docente de futuros professores que se encontram com o outro nos espaços da universidade e da escola de educação básica para compartilhamento de saberes, experiências e aprendizagens da docência. Esses momentos serão narrados neste relato de experiência que tem por objetivo analisar os sentidos da dinamização de vivências lúdicas na formação e prática docente de futuras professoras que participaram das diferentes metodologias de ensino-aprendizagem utilizadas nas aulas de Pesquisa e Estágio em Educação Infantil pelas professoras formadoras desse componente curricular, pela bolsista de ensino e pelas estudantes do 6.º semestre do turno matutino do curso de Pedagogia do Departamento de Educação (DEDC) de Guanambi, *Campus XII* da Universidade do Estado da Bahia (UNEB), no primeiro semestre de 2018. As vivências lúdicas durante as aulas constituíram-se em um importante momento de reflexão sobre como as acadêmicas poderiam pensar seu planejamento para as crianças da educação infantil, etapa na qual teriam que realizar as atividades de estágio. É importante pensar a formação docente a partir da relação teoria e prática, do trânsito entre universidade e educação básica, da indissociabilidade dos saberes curriculares, acadêmicos e experienciais.

PALAVRAS-CHAVE

Encontros formativos. Ensino-aprendizagem. Estágio supervisionado. Problematização. Relação dialógica. Vivências lúdicas.

La Dinamización de las Experiencias Lúdicas em las Clases de Investigación y Pasantías em Educación Infantil

RESUMEN

En los procesos de formación docente, la dinamización de las experiencias lúdicas constituye una estrategia teórico-metodológica en la acción enseñanza-aprendizaje de los fundamentos de la educación infantil en el contexto de la formación y práctica docente de los futuros profesores que se encuentran en espacios universitarios y en la escuela de educación básica para compartir conocimientos, experiencias y aprender de la docencia. Estos momentos serán narrados en este relato de experiencia, que tiene como objetivo analizar los significados de la dinamización de experiencias lúdicas en la formación y práctica docente de los futuros docentes que participaron de las diferentes metodologías de enseñanza-aprendizaje utilizadas en las clases de Investigación y Prácticas en Educación Infantil. por los docentes en formación de este componente curricular, por la becaria de docencia y por los estudiantes del 6º semestre del turno matutino de la carrera de Pedagogía del Departamento de Educación (DEDC) de Guanambi, *Campus XII* de la Universidad del Estado de Bahía (UNEB), en el primer semestre de 2018. Las experiencias lúdicas durante las clases constituyeron un importante momento de reflexión sobre cómo los académicos podrían pensar en su planificación para los niños en la educación infantil, etapa en la que tendrían que realizar las actividades de pasantía. Es importante pensar en la formación del docente a partir de la relación entre teoría y práctica, la transición entre la educación universitaria y básica, la inseparabilidad del conocimiento curricular, académico y vivencial.

PALABRAS CLAVE

Encuentros formativos. Enseñanza-aprendizaje. Pasantía supervisada. Problematización. Relación dialógica. Experiencias lúdicas.

Introduction

As a possibility to revisit the teaching actions developed in the classes of Research and Internship in Early Childhood Education of the Pedagogy course of the Department of Education (DEDC) of Guanambi, Campus XII of the State University of Bahia (UNEB), during the first semester of 2018, the teacher trainers wrote this experience report that aims to analyze the meanings of the dynamization of playful experiences in the training and teaching practice of future teachers who participated in the different theoretical-methodological strategies used in discussions of texts on training and teaching practice in early childhood education and on the supervised internship in this stage of basic education.

The writing of this textual genre for sharing knowledge, experiences, and learning about teaching enables the analysis and reflection on the teaching-learning processes of the fundamentals of early childhood education in the context of training and teaching practice. Indeed, this written activity gives the teacher trainer and future teachers the opportunity to "rediscuss theoretical positions and methodological guidelines, in a movement of dialogue and proposition of advances in the field of teaching [...]" (GARCIA-REIS; MAGALHÃES, 2018, p. 22) that may contribute to personal and professional transformation, as highlighted by these authors.

In these formative processes, "the internship understood as an action of teaching practice and/or access to the educational reality [...] is configured as an activity of relationship between theory and practice and a strategy of collective work in university training courses" (GOMES, 2013, p. 74) that allow the Pedagogy students the articulation between theoretical and practical knowledge in the context of the university classroom and the basic education school.

The dynamization of playful experiences created by the teacher educators to be developed in the classes of the curricular component Research and Internship in Early Childhood Education constitutes a theoretical and methodological strategy in the teaching-learning action of the fundamentals of early childhood education. This dynamic and dialogical proposal was designed and built to promote the collective participation of the students, the teaching fellow and the teacher educators in the activities developed in this learning environment, in a mutual relationship of knowledge and experience sharing and involvement with the formative practices experienced during the training course.

In the collective planning of the classes of Research and Internship in Early Childhood Education, of the morning class of the Pedagogy course, the teacher educators tried to build proposals to make the ludic experiences more dynamic in order to propitiate the group participation in the moments of dialogues and problematizations of the activities conducted in the university classroom. In this respect, "it is important to emphasize that a problematizing environment is marked by dialog, because it is the dialog that enables the movement of coming and going of thoughts, intuitions, conclusions, presented in a proposed activity" (MENGALI; NACARATO, 2014, p. 88), in which the interlocutors seek to participate

collaboratively in the mediations in the teaching-learning process of the theoretical and methodological assumptions of early childhood education.

The desire manifested by the teacher trainers, authors of this experience report, to innovate the pedagogic practices in the classes of Research and Internship in Children's Education, among other curricular components that act in the Pedagogy course of Campus XII/UNEB, made possible the creation of dynamic playful experiences to provide the students with opportunities of learning processes in their dialogic relationship with others, moved by the joy and hope necessary for the educational practice. In effect, "the hope that teacher and students together can learn, teach, worry, produce, and together also resist the obstacles to our joy" (FREIRE, 1996, p. 80). Thus, the journey in this formative path intertwined collective voices of teacher educators and students who met in this curricular component to reflect on the role of research and internship in the formation of teachers of early childhood education and its importance for the knowledge of school reality, in order to understand the organization of pedagogical work in these spaces from theoretical and practical subsidies.

In this experience report, we share the meanings of the dynamization of playful experiences in the classes of Research and Internship in Early Childhood Education by the teachers who teach this curricular component, by the scholarship holder and by the students of the 6th semester of the morning shift of the Pedagogy course of Campus XII/UNEB, in the first semester of 2018. In this journey, considering that "experience is what passes us by, what happens to us, what touches us" (LARROSA, 2002, p. 21), the moments lived and the processes of its re-signification will be shared in this text that presents significant activities of formative practices experienced in learning environments, meeting and mutual interaction among peers inserted in an action of collaborative work in the university classroom.

Theoretical-Methodological Strategies in Teacher Education and Practice

In the course of training and teaching practice, the theoretical and methodological strategies are fundamental to the teaching-learning process, since it is based on "the overall design of an action, organized with a view to its effectiveness [...]: the defining element of the teaching strategy is its degree of intentional design and guiding an organized set of actions for the best achievement of a particular learning" (ROLDÃO, 2009, p. 57). 57), mobilized by plural knowledge that "are constitutive elements of teaching practice" (TARDIF, 2010, p. 39), involving "the knowledge of disciplines, curriculum knowledge, professional knowledge (including educational sciences and pedagogy) and experience knowledge" (TARDIF; LESSARD; LAHAYE, 1991, p. 216). These provide the dynamization of the what-to-do (FREIRE, 1996) in the pedagogical actions experienced in the formative spaces of the university and basic school.

In this context, according to Roldão (2009), teaching goes beyond "giving the subject" and enabling learning, it means developing diversified strategies, based on proper knowledge and specialized action to intentionally promote that someone (everyone) can learn something (the curriculum) that is considered socially important and necessary.

In the scope of the curricular component Research and Internship in Early Childhood Education, with a semester workload of 180 hours, the theoretical and methodological strategies were created by the teacher trainers with the purpose of giving the students of the Pedagogy course the opportunity to collaboratively participate in the dynamization of the playful experiences, moved by the joy and beauty that are part of the search process in the actions of teaching-learning (FREIRE, 1996), in interaction with others.

In this context, playfulness permeates internal creative actions "[...] of the subject that feels and experiences a full experience" (LEAL; D'ÁVILA, 2013, p. 41) in the playful activities presented, discussed, and experienced in the teaching-learning processes. Thus, they actively participate in each experience in a full, flexible, creative, joyful, pleasurable, and healthy way (LUCKESI, 1998, 2002, 2014). Indeed, playfulness is intertwined in games, toys, games, dynamics, songs, children's stories, among other formative, creative and pleasurable pedagogical practices experienced in encounters with others.

The dynamics of playful experiences in teacher training and practice encompass a mutual, dialogical, problematizing, and investigative relationship of the theoretical and methodological foundations between theory and practice, which are inseparable. "This reciprocal relationship between theory and practice is a relationship where one complements the other" (PIMENTA, 2006, p. 99) in the pedagogical actions that involve the interactions and the re-signification of different knowledge in the teaching-learning process of the contents proposed in the curricular components of the teacher education course.

This report shares the experiential knowledge of the creation and development of dynamic playful experiences in the context of each class of Research and Internship in Early Childhood Education to discuss theoretically and practically the content of this curricular component:

The organization of pedagogical work in early childhood education; research processes and knowledge of the reality of the field of early childhood education; development and implementation of a project of internship in early childhood education in day care centers or pre-school classes. Interdisciplinary articulation with the research seminar and monitoring of the production of the TCC. (UNEB, 2018)

The playful experiences (dynamics, games, games, children's stories, songs, and workshop) developed for discussion of these themes presented in the syllabus, considering the training and teaching practice in early childhood education and the supervised internship in this stage of basic education, were also shared in classrooms of basic education school. The relationships triggered in the context of these theoretical and methodological strategies make the construction of knowledge more meaningful (OLIVEIRA, 2018), in the meeting with peers who share knowledge, experiences and learning from the training and professional trajectory.

We corroborate the author's statement by pointing out that "the playful character provides a very diversified way of teaching and learning, especially in the stage of early childhood education, in which the child plays by instinct and has this need" (OLIVEIRA, 2018, p. 85) in the activities in which it participates with others, "[...] providing unforgettable experiences for both the teacher and the student, by enabling a direct contact with the 'magic' world and the real world simultaneously" (DIAS; NUNES; CRUSOÉ, 2014, p. 23, emphasis added).

The contact with these theoretical and methodological strategies should be considered in the training of teachers since they will work as teachers in classrooms of early childhood education or in the early years of elementary education. The playful experiences need to be present in the educational practices, because "they are the indispensable tools for the creation of a creative, different, innovative and significant environment" (SANTOS, 2011, p. 12) that the teacher educators should use in the pedagogical practice "to teach and interact with students in teacher education courses [...]" (CRUZ; HOBOLD, 2016, p. 240), in the specific case of this report, the degree in Pedagogy.

Considering that "teaching is not about *transferring knowledge* but creating the possibilities for its production or construction" (FREIRE, 1996, p. 25, emphasis added), the dynamization of playful experiences as theoretical and methodological strategies is an opportunity for the construction of knowledge in the formative processes of teachers and future teachers.

In this formative trajectory, in the meetings in the university and school classrooms "the early childhood education teachers are formed in this dynamic of relationships, interactions, mediations and propositions, and the identity(ies) they will build is linked to these socializing contexts, to these ways of being and being in the profession" (GOMES, 2013, p. 40-41). In this context, we consider the dynamization of playful experiences as a creative action to be experienced in teacher training and practice. Thus, "working in a playful perspective to favor learning requires wisdom and inventability" (DIAS; NUNES; CRUSOÉ, 2014, p. 33).

These actions participate in the playful experiences created by the teacher trainers and developed in the classes of Research and Internship in Early Childhood Education with the collaborative participation of the scholarship holder and the 30 students from the Pedagogy course from the morning shift of Campus XII/UNEB who showed interest and enthusiasm to experience the innovative practices shared in this formative space.

This proposal in the curricular component was possible because teachers Jany Rodrigues Prado and Sandra Alves de Oliveira collectively planned the pedagogical actions, considering the course plan menu and the experiential knowledge of the group participating in the classes, during the first semester of 2018. This knowledge, according to Tardif (2010, p. 39), "springs from experience and is validated by it" in the context of training and practice.

Experience knowledge is also, according to Pimenta (2008, p. 20), "that which teachers produce in their daily teaching, in a permanent process of reflection on their practice, mediated by that of others - their colleagues, the texts produced by other educators. In this path, it is important that "the practice is taken as a starting point, so that it is problematized and becomes an object of reflection" (NACARATO; MENGALI; PASSOS, 2009, p. 37) in teacher education.

We consider the dynamization of playful experiences in teacher training and practice as innovative theoretical and methodological strategies for allowing motivation, joy, fun, pleasure, and active participation, dialogical and problematizing of students in theoretical and practical discussions of the foundations of early childhood education, in a creative way. In these spaces, the texts are discussed through the use of these experiences that seek to involve all the students in the dialog of issues pointed out by the authors read and reflected upon. All this "in favor of the creation of a climate in the classroom in which teaching, learning, and studying are serious acts, but also ones that provoke joy" (FREIRE, 2001, p. 72).

In these teaching actions, meanings were constructed by each participant who had the opportunity to give new meaning to the experiential knowledge from reflective and collaborative experiences in the context of training and teaching practice. For Ibiapina (2008, p. 65), "reflection is the conscious plunge into the world of experience and personal interrelations with the aim of unveiling values, beliefs, symbols, affective relationships, personal and social interests built along the personal and professional path".

The experiences narrated here were lived in a collaborative work environment, in which teacher educators and students expressed the desire to get involved in the activities and share the meaning of the pedagogical actions intertwined in the dynamics of the playful experiences conducted in the university classroom and also in the basic school, during the supervised internship in early childhood education. In this creative and formative process, the connection between theory and practice was noticeable, and the students emphasized their views regarding this articulation in the context of training and teaching practice.

Like Cruz and Hobold (2016, p. 254), "we use the concept of strategy as the intentional and guiding, therefore planned, conception of actions aimed at the development of a particular learning [...]" in the teaching-learning process that should organize the theoretical and methodological strategies as spaces for problematization and analytical thinking, through the proposition of activities that require analysis and inference about what was observed or experienced in the actions performed (ROLDÃO, 2009).

Some learning situations and re-signification of knowledge were shared in the voices of the teacher educators, the teaching fellow, and the students, intertwined during the mediations and dialogues established in the dynamics of the playful experiences in Research and Internship in Early Childhood Education classes.

The teacher educators carried out the teaching project entitled "Playful mathematical activities in research and internship classes in early childhood education: reflections on training and teaching practice", with the purpose of reflecting on the importance of the development of playful activities in the process of training and teaching practice of future teachers, with the participation of the scholarship holder and the students in the theoretical discussions and practical experiences of the content.

This project was developed considering that in the curricular matrix of the Pedagogy course of Campus XII/UNEB, the undergraduate has contact with the theoretical and practical knowledge of mathematics only in the 7th semester with the curricular component "Theoretical and Methodological Foundations of Mathematics Teaching", which has a class load of 60 hours, being, therefore, insufficient for the work with mathematics and its teaching. For Gatti (2010, p. 1370):

A large number of syllabuses register generic phrases, not allowing specific contents to be identified. There are institutions that propose the study of teaching contents associated with methodologies, but even so, in a panoramic and not very deep way. So, even in the 28.9% of the courses that can be classified as focused on specific professional training, what the syllabuses suggest is that this training is still very insufficient, due to the great imbalance between theories and practices, in favor of only the more abstract theorizations.

Considering that in the 6th semester of Pedagogy the undergraduate student experiences the supervised internship in early childhood education class, the teacher educators experienced the teaching project in the classes of Research and Internship in Early Childhood Education to discuss the theoretical and practical foundations of mathematics in this stage of basic education, through the daily experiences of the group and the "reflection, creative and shared process of knowledge construction, mobilization of knowledge of experience [...]" (GOMES, 2013, p. 55) in the formative processes.

Below, we share the meanings of the dynamization of playful experiences in the training and teaching practice of future teachers who participated in different theoretical and methodological strategies in relationships with others in training spaces at the university and in basic education school. In time we highlight how important is the use of "strategies that prioritize creation, research, problematization and everything else that is shown in favor of formative processes for autonomy, research and criticism" (CRUZ; HOBOLD, 2016, p. 261) of the teaching-learning process.

The Joy in the Process of Dynamizing Playful Experiences in Research and Internship Classes in Early Childhood Education

It was in the process of searching for the students' involvement with joy and pleasure in the classes of Research and Internship in Early Childhood Education that the playful experiences were thought and elaborated to make the pedagogical actions more dynamic in the sphere of training and teaching practice. In fact, "it is noteworthy the capacity that

pedagogical experience has to awaken, stimulate, and develop in us a taste for wanting to do well and a taste for joy, without which educational practice loses its meaning" (FREIRE, 1996, p. 161).

This taste for wanting to do well the planned pedagogical actions came from the teachers' desire to create a learning environment marked by the "dialogical experience that is fundamental to the construction of epistemological curiosity" (FREIRE, 2001, p. 81) and the critical exercise of the ability to learn (FREIRE, 1996).

The creation of dynamic playful experiences in this dialogical and problematizing environment relied on the collaborative work of the group, in which the teacher educators, the teaching fellow and the students participating in the Research and Internship in Early Childhood Education classes, from March to July 2018, positioned themselves "as learners, learning from each other's experiences, knowledge, reflections, goals and cognitive organization" (IBIAPINA, 2008, p. 34).

Among the playful experiences created, we shared the experiential knowledge in the development of two moments in the classes: Moment of Theoretical Reflection and Practice and Moment of Dynamization of Playful Experience, both intertwined and articulated in the teaching and learning process of the theoretical and methodological foundations of early childhood education. According to Tardif, Lessard, and Lahaye (1991, p. 227-228), this knowledge represents "the body of knowledge that is up-to-date, acquired, and required as part of the practice of the teaching profession, and which does not come from the training institutions or curricula".

The classes were held on Wednesdays, from 7:30am to noon, in the 6th semester class, with the collaborative participation of the two teachers, the 30 students and the scholarship holder who was an 8th semester student of the Pedagogy course at Campus XII/UNEB. In the development of the pedagogical actions of the course plan, the two ludic moments created were developed using dynamics, games, jokes, children's stories, songs, and workshop.

Being "the experience an encounter or a relation with something that is experienced, that is proved" (LARROSA, 2002, p. 25), the group participating in the classes of Research and Internship in Early Childhood Education experienced the Moment of Theoretical and Practical Reflection to discuss texts about research, internship, teacher training and theoretical-methodological strategies in formative practices, among other contents of this curricular component.

For each text proposed at the end of each class to be read and reflected upon out of class and discussed in the next formative meeting, the teacher trainers created a playful experience to streamline the process of presenting the reflective synthesis of the text, interspersed with experiential knowledge of the formative journey in early childhood education and at the university through the insertion in the school space, during the supervised internship with the collaborative observation and pedagogical intervention in classes of this stage of basic education.

This formative practice in teacher education, "brings us to the importance of the study necessary to problematize the work; study as an attitude towards knowledge and as a methodological attitude that helps us maintain the practice [...]" (GOMES, 2013, p. 89-90). For dialogue and problematization of the reading of the suggested text(s), the study is essential for the theoretical deepening of theories and practices in the context of teacher training.

We share the dynamics of the playful experience "Dialogic Group" x "Observer-Problemater Group" developed in the Research and Internship classes to discuss the theme "The research, the internship and teacher training: formative possibilities", on June 6, 2018. The group participating in this teaching-learning process had the opportunity to read and reflect on the text: "The professional learning of early childhood education teachers: formative possibilities" (GOMES, 2010), among other complementary readings proposed by the teacher trainers.

To carry out this experience, we organized the classroom of the 6th morning semester in two groups, using as a criterion the drawing of 30 students enrolled in the curricular component in the semester 2018.1. As one student could not attend classes, the groups were formed with 15 participants in the "Observer-Problemater Group" x 14 participants in the "Dialogic Group" and the teaching fellow followed the development of the activity in partnership with the two teacher trainers of this class. Afterwards, the objectives and procedures were presented so that the students could understand the dynamics of the ludic experience. The aim of this formative practice was to reflect on research and internship in the context of teacher training, "signaling the formative possibilities for both University Training and Continuing Education" (GOMES, 2010, p. 43).

In the first moment of the dynamization, the students of the "Dialogic Group" stayed in the inner circle to talk about the theme for 30 minutes and the students of the "Observer-Problemater Group" were in the outer circle to observe and record problematizations related to the shared discussions, without making any comments along the reflections of the participants.

Some roles were assigned to the participants of these two groups, by drawing the names of the students to represent the "Dialogical Group": Coordinator to articulate the dialogical reflections shared by the group; Editor to record the considerations of the group about the theme "The research, the internship and the teacher training: formative possibilities", based on the text "The professional learning of teachers of early childhood education: formative possibilities" (GOMES, 2010) and the moments experienced in the supervised internship in early childhood education; Collaborative Observer of the time of the discussions in the group, considering the duration of 30 minutes for completion of the reflective dialogue. And for the "Observer-Problemater Group" the following representatives: Imaginary Photographer to symbolically photograph the participation of all the components of the group; Problematerizing Question to ask the group questions discussed

during the reflections on the theme, as well as other guiding questions in the course of the reflective dialog; Reflective Observer to accompany the individual and collective participation of the group and present a reflective synthesis of the first moment of the dynamization of the playful experience with the participation of the groups formed.

The systematization by the representatives of each group happens after the second moment of the playful experience, since they change positions: "Dialogic Group" moves to "Observer-Problemater Group" and this one moves to "Dialogic Group", having 30 minutes for a reflective dialog about the theme. New representatives are also chosen, by drawing names from the box, to assume the functions assigned in each group.

In the third moment of the dynamics of the playful experience, we formed a single circle with the participation of the two groups, the teaching fellow and the teacher educators who mediated the development of the activity. The students representing each group shared the reflective records, the imaginary photographs, the problematizing questions, and the collaborative and reflective observations about the dialogues established during the discussions of the proposed theme, based on Gomes' text (2010) and the experiences of the internship in early childhood education.

The students representing each group pointed out that the dynamics of the playful experience created by the teacher trainers enabled the collaborative participation in the discussion of the theme and the text mediated by the dialogical interaction between peers who stressed the importance of the articulation between research and internship in the scope of the training of teachers who will work in early childhood education classes. About this, Pimenta and Lima (2008, p. 46) point out: "Research on internship is a strategy, a method, a possibility of training the intern as a future teacher. It can also be a possibility of formation and development of schoolteachers in the relationship with the trainees", in the teaching-learning process during the realization of the collaborative observation and pedagogical intervention in the supervised internship in early childhood education.

The Pedagogy students participating in these formative processes performed the collaborative observation in early childhood education classes of the municipal education network Guanambi, state of Bahia, in the period from April 2 to 13, 2018, and the pedagogical intervention in the period from May 7 to 18, 2018. In this direction, according to Ibiapina (2018, p. 90), "collaborative observation is a methodological procedure that values participation, collaboration, and critical reflection, as formative principles".

In the development of the dynamics of the playful experience "Dialogic Group" x "Observer-Problemater Group" it was noticeable the involvement of all students and the teaching fellow, in the dialogue established in the relationship with others. With enthusiasm and joy, the group discussed and shared knowledge, experiences, and learning about research, internship, and teacher education. In the following excerpts of experience reports produced by the interns in June 2018, the meanings of the pedagogical actions intertwined in the dynamics

of the playful experiences held in the university classroom and also in the basic school, during the supervised internship in early childhood education, are perceived. This experiential knowledge was shared by the groups that participated in this teaching-learning process.

Through the implementation of the intervention project, we realized the need for play and movement to permeate the training of professionals who work in early childhood education. Besides the children having fun with games that relate to body movement, the teacher also benefits from the pedagogical work, turning the class into a pleasurable learning moment. A professional who does not move will hardly stimulate the movement of others. (Trainee 1 and 2)

This internship came to add to and break some pre-established ideas about the school, teaching methods, and teacher training. In the pedagogical intervention it was noticeable the involvement of children in free, dynamic/playful moments. The children sang the proposed songs, played the games with pleasure, and built knowledge from them. (Trainee 3 and 4)

The supervised internship in early childhood education was an opportunity for us to have contact with children, interact, observe their relationships with teachers, the activities that are developed, reflect on what they learn in class and find out whether or not we really want to work in the educational field, in the school environment or more precisely in the early childhood education institution. (Trainees 5 and 6)

We experienced formative moments that contributed to our performance not only in early childhood education, but in various contexts and spaces that articulate education as a way of promoting the individual not only for school, but for life. (Trainees 7 and 8)

During the development of the intervention project "Playful experience in early childhood education: playing and learning with pleasure and creativity" we experienced playful activities that contributed to the teaching and learning process in early childhood education, as well as the understanding that it is possible to learn through playing, linking theory and practice. (Trainees 9 and 10)

Our internship was marked by the children's enchantment with the stories told in a dynamic and playful way. Reflecting on our actions, we realized that the teacher needs to get rid of preconceptions and put into practice practices that contribute to its dynamic. (Trainees 11 and 12)

The internship is a formative space where theory and practice are in dialogue, there is no separation, this relationship between theory and practice is present at all times. (Trainees 13 and 14)

The experiences we witnessed and lived during the internship were rewarding, because we noticed a better performance of the children in the activities developed and better participation and interaction among classmates. Thus, one of the games that most motivated us and attracted the children's attention and brought a lot of excitement during the supervised internship in early childhood education was the "Bowling Game". (Trainees 15 and 16)

Training should enable teachers to expand their theoretical knowledge on a daily basis in order to enlighten their practice in the classroom. A quality pedagogical practice also begins with becoming aware of what one wants to achieve. (Trainees 17 and 18)

The internship is characterized as a place for reflection and action and must be experienced as the construction of knowledge, in the teacher-student and student-teacher relationship; it is in fact an exchange of knowledge. (Trainees 19 and 20)

In these experiences' reports, the trainees of the 6th semester morning class of the Pedagogy course of Campus XII/UNEB highlight the formative possibilities in the course of training and practice of future teachers who experienced in the classroom of the university and basic education school the dynamization of playful experiences. They also highlight in the reports shared in the playful experience " Dialogic Group" x "Observer-Problemizer Group " reflections that corroborate what Gomes (2010, p. 47) points out in relation to professional learning:

The pedagogical work needs to be thought and (re)thought every day. Thus, the pedagogical practice is not a repetition of planned and foreseen actions from outside to inside the reference rooms of the groups. Rather, it is something more complex, in a way that the mastery by the teacher of strategic knowledge, capacities and skills, especially those of observation, listening, critical self-reflection on his or her own work, and the constant search for/construction of new knowledge are indispensable in this perspective of formation.

This knowledge pointed out by Gomes (2010) is intertwined in the different teaching knowledge presented by other authors cited in this report, among others. It is perceived in the experiences shared by the students that "teaching and learning cannot happen outside of search, outside of beauty and joy" (FREIRE, 1996, p. 160). The group participating in the Early Childhood Education Research and Internship classes showed a lot of joy and enthusiasm in the dynamics of each playful experience proposed in the classes.

Many of the activities experienced in the university classroom were developed during the supervised internship in early childhood education. The students used their wisdom and creativity and made the necessary changes in the playful experiences conducted in the classroom at the elementary school. Interns 15 and 16 highlighted in their report the Bowling Game, which allowed for relaxation and involvement of the children. This game was developed in the classes of Research and Internship in Early Childhood Education on April 11, 2018, in the context of the Moment of Dynamization of Playful Experience in the classes of this curricular component. The processes triggered in the use of this game were of learning of mathematical concepts experienced in the development of the game. It was possible to discuss and problematize mathematics with joy and enthusiasm, "[...] providing moments of construction, creation and mutual development" (DIAS; NUNES; CRUSOÉ, 2014, p. 29) in the teaching-learning process.

The 6th semester Pedagogy students and the teaching fellow of the project "Playful mathematical activities in research and internship classes in early childhood education: reflections on training and teaching practice" always emphasized that the Moment of Dynamization of Playful Experience in the classes was very enjoyable and provided learning in relationships with others who shared experiences of the formative and professional trajectory. In this sense, it is important to perform in the formative spaces "[...] activities that resemble those of teaching, enabling meaningful learning for the profession" (CRUZ; HOBOLD, 2016, p. 253). The planning of classes of curricular components in teacher education courses should include the experiences of theoretical and practical knowledge, through the use of diversified theoretical and methodological strategies.

Another activity carried out in the Dynamic Moment of Playful Experiences was the "Creative Call", which involved music, games, play, dynamics, children's stories, and problematizations with the names of the students from the 6th semester class and the children from the early childhood education classes, since during the supervised internship the interns experienced this form of call that provided motivation, joy, enthusiasm, pleasure, and learning. This activity allowed reflections on the importance of innovative practices in teacher training. Thus, "it is important that Pedagogy and continued education courses for teachers contemplate the formation and experience of play. The ludic dimension needs to be inserted in teacher training and inside the school" (OLIVEIRA; CARVALHO, PRADO, 2014, p. 42).

The teacher trainers, who mediated the classes of the curricular component shared in this experience report, experienced the dynamization of playful experiences with the participation of future teachers who participated in the creative moments proposed in the context of training and teaching practice.

Final Considerations

It is important to think about teacher education from the relationship between theory and practice, the transit between university and basic education, the inseparable relationship of curricular, academic, and experiential knowledge. Thus, when organizing the curricular component Research and Internship in Early Childhood Education, considering the dynamics of playful experiences, the teacher educators tried to provide the students with experiences that would allow them to give new meaning to the teaching-learning processes.

The playful experiences during the classes of this component were an important moment of reflection on how the students could think about their planning for children in early childhood education, the stage in which they would have to develop the internship activities. The students always reported how these moments in class were pleasant and provided learning opportunities as they interacted with their peers.

The proposition of activities that resembled teaching made possible, as the students affirmed, a significant learning of the profession. In this playful context, the students experienced and were able to understand the structuring axis of early childhood education, which is interaction and play. They understood the power of playing for children, and why this is a right for children in early childhood education.

They also understood the themes that supported the content of the curricular component in which they were enrolled, solved problem situations, worked in groups, and participated actively in the teaching-learning process. In this continuous movement of action-reflection-action, students, and teacher educators, in a collective and collaborative work, were able to expand their formative and recreational experiences, (re)construct their teaching practice and produce new knowledge.

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