



iJEResearch

International Journal of Education and Research

Vol. 1, Number 2, September - 2025 | Peer-Reviewed Journal

ISSN 2764-9733 | ijersearch.org

DOI: 10.5281/zenodo.17254128

PLAYFUL TRAINING IN PEDAGOGY: A TRANSFORMATIVE PILLAR FOR THIRD MILLENNIUM EDUCATION

AUTHOR

Sandra Batista Ferreira: Master in Educational Sciences - American University/PY. Neuropedagogue, play pedagogue, baby psychoanalyst, writer, speaker, pedagogical technician, educator, professor, and postgraduate coordinator at UniFAFIRE. Postgraduate coordinator of the Brinqueducar Program of the Recife Department of Education.

Contact: sandrab@prof.Unifafire.edu.br

ABSTRACT

This article discusses playful training in pedagogy programs as a fundamental element for establishing a new educational paradigm aligned with the demands of the third millennium. Based on a qualitative study conducted with graduating students from the Frassinetti College of Recife (FAFIRE), the aim is to understand how playfulness, experienced during initial training, influences the development of a more sensitive, critical, and creative teaching practice. The text delves deeper into the theoretical framework of playfulness, engaging with neuroscientific, philosophical, and pedagogical concepts. It also presents a thorough analysis of empirical data, revealing the potential and limitations of playful training in the context of private higher education. It concludes that playfulness, when treated as a formative and epistemological axis, transforms not only pedagogical practices but also the educator's way of being, promoting a more humanizing and emancipatory education.

Keywords: Teacher training. Playfulness. Pedagogy. Pedagogical practice. Education in the third millennium.