


**IMPACT OF AFFECTIVE PEDAGOGICAL PRACTICES ON THE LEARNING OF
THIRD-YEAR ELEMENTARY SCHOOL CHILDREN****IMPACTO DE PRÁTICAS PEDAGÓGICAS AFETIVAS NO APRENDIZADO DE
ESCOLARES DO TERCEIRO ANO DO ENSINO FUNDAMENTAL****IMPACTO DE LAS PRÁCTICAS PEDAGÓGICAS AFECTIVAS EN EL
APRENDIZAJE DE NIÑOS DE TERCER AÑO DE PRIMARIA** <https://doi.org/10.56238/sevened2025.029-025>**Vivian da Costa Paz¹, Adriana Barni Truccolo²****ABSTRACT**

Family and school are the social groups with which children form emotional bonds and develop socially. At school, children will have their teachers as allies, who, by creating a stimulating, affectionate, and welcoming environment, will enable them to express their ideas, feelings, and emotions. The overall objective of this research was to investigate the impact of a positive affective pedagogical practice on the learning of third-grade elementary school students. This is a qualitative, descriptive, and objective-based pedagogical intervention study conducted with a class of 23 third-grade elementary school children (13 boys and 10 girls, ages 8 and 9) from a state elementary school located in a municipality on the western border of the state of Rio Grande do Sul. Participant observation of the class was conducted to better understand and be understood. In the second week, based on the observations, a project was developed with the intended pedagogical interventions (lesson plans) for the following two weeks. The interventions took place in the afternoon shift in May 2023, and the analysis of the activities and other observations were recorded in a field diary. Photos and videos were also taken to document the class's reactions to the interventions as fully as possible. The results showed that children learn and develop through interaction with the environment, the teacher, and their peers. A teacher is affectionate when she listens attentively to the child, monitoring their learning process and considering different ways to propose pedagogical interventions, supporting the child in their educational journey. A positive affective environment is the result of respectful interactions, attentive and sensitive listening, and planned activities.

Keywords: Child. School. Teacher. Affection.**RESUMO**

A família e a escola são os grupos sociais com os quais as crianças criam vínculos afetivos e se desenvolvem socialmente. Na escola, a criança terá como aliada a professora, que ao criar um ambiente estimulante, afetivo e acolhedor possibilitará que a criança expresse suas ideias, sentimentos e emoções. O objetivo geral da pesquisa foi investigar o impacto de uma prática pedagógica afetiva positiva no aprendizado de escolares do terceiro ano do ensino fundamental. Trata-se de uma pesquisa de intervenção pedagógica, qualitativa, descritiva com relação aos objetivos, realizada com uma turma de 23 crianças do 3º ano dos Anos

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Iniciais do Ensino Fundamental, sendo 13 meninos e 10 meninas, com idades entre 08 e 09 anos, de uma escola estadual de 1º Grau localizada em município da fronteira oeste do estado do Rio Grande do Sul. Realizou-se a observação participante da turma com intuito de melhor conhecê-la e ser conhecida. Na segunda semana, de posse das observações realizadas elaborou-se um projeto com as intervenções pedagógicas pretendidas (os planos de aula) das duas semanas seguintes. As intervenções ocorreram no turno da tarde, do mês de maio de 2023, e a análise das atividades realizadas e demais observações foram registradas em um diário de campo. Também se procedeu com o registro de fotos e vídeos a fim de documentar o máximo possível a reação da turma frente às intervenções. Os resultados mostraram que criança aprende e se desenvolve pela interação com o ambiente, com a professora e com os colegas. A professora é afetuosa quando exerce uma escuta atenta à criança, acompanhando o seu processo de aprendizagem e pensando em diferentes formas de propor as intervenções pedagógicas, auxiliando a criança no seu percurso formativo. Um ambiente afetivo positivo é resultado de interações respeitosas, de escuta atenta e sensível, e de atividades planejadas.

Palavras-chave: Criança. Escola. Professora. Afetividade.

RESUMEN

La familia y la escuela son los grupos sociales con los que los niños crean vínculos emocionales y se desarrollan socialmente. En la escuela, el niño tendrá como aliado al profesor, quien creando un ambiente estimulante, afectuoso y acogedor, permitirá que el niño exprese sus ideas, sentimientos y emociones. El objetivo general de la investigación fue investigar el impacto de una práctica pedagógica afectiva positiva en el aprendizaje de estudiantes de tercer año de primaria. Se trata de una investigación de tipo cualitativa, descriptiva, de intervención pedagógica con respecto a los objetivos, realizada con una clase de 23 niños del 3º año de la Educación Inicial de la Enseñanza Fundamental, 13 niños y 10 niñas, con edad entre 08 y 09 años, de una escuela primaria estatal ubicada en un municipio de la frontera oeste del estado de Rio Grande do Sul. Se realizó observación participante de la clase con el fin de conocerlos mejor y ser conocido. En la segunda semana, a partir de las observaciones realizadas, se elaboró un proyecto con las intervenciones pedagógicas previstas (planes de clase) para las dos semanas siguientes. Las intervenciones tuvieron lugar en el turno de tarde, en mayo de 2023, y el análisis de las actividades realizadas y otras observaciones fueron registradas en un diario de campo. También se tomaron fotografías y vídeos para documentar lo más posible la reacción de la clase a las intervenciones. Los resultados mostraron que los niños aprenden y se desarrollan a través de la interacción con el entorno, el maestro y sus compañeros. La maestra es cariñosa cuando escucha atentamente al niño, acompañando su proceso de aprendizaje y pensando en diferentes formas de proponer intervenciones pedagógicas, ayudando al niño en su recorrido educativo. Un ambiente emocional positivo es el resultado de interacciones respetuosas, una escucha atenta y sensible y actividades planificadas.

Palabras clave: Niño. Escuela. Maestro. Afecto.



1 INTRODUCTION

"There is no education without love. Love implies fighting against selfishness. Whoever is not capable of loving unfinished beings is not capable of educating, there is no imposed education, just as there is no imposed love. Those who do not love, do not understand others, do not respect them. Paulo Freire, 1979, p. 27

Childhood is the initial stage of life, between birth and 12 years of age, with early childhood being the period between zero and three years of age, second childhood the period between three and six years of age and third childhood, the subject of this study, the period between six and twelve years of age (Papalia, Feldmann, 2013). The experiences lived in these periods at school and in the family are not the same for all children, thus configuring different childhoods, which will affect both the physical, mental, social and emotional development of children.

As children grow older, they become more aware of their own feelings and the feelings of others, and are better able to regulate or control their emotions and respond to the emotional distress of others. In third childhood (7 to 11 years of age), children know their culture's rules for acceptable emotional expression. "They learn what makes them angry, afraid, or sad and how other people react to the expression of those emotions, and they learn to behave accordingly" (Papalia, Feldman, p. 354, 2013).

This period between seven and eleven years of age is called the developmental operative period, according to Piaget. It is believed that the way the child externalizes his feelings and interacts with the "other" is influenced by the characteristics of cognitive, affective and moral development.

Piaget observed that development occurs in stages, and at each stage the structures of the previous stage are not lost, but are reorganized at a higher level (Souza, 2003). Here we emphasize that depending on the stimuli received, the interactions experienced, that is, the experiences provided to the child, he may reach the next stage of development before or after another child of the same age.

The operative period is characterized by the development of logic and normative and ideal feelings, and is subdivided into concrete operative and formal operative, due to important differences in the development of logical thinking and affectivity.

In the period of concrete operations (7 to 11 – 12 years old), intellectual and social egocentrism gives way to the child's ability to establish relationships and coordinate different points of view (his own and the other's) and to integrate them in a logical and coherent way (Rappaport, 1981).

Also important at this stage is the appearance of the child's ability to internalize actions, that is, he begins to perform operations mentally and no longer only through physical actions typical of sensorimotor intelligence. The ability to concentrate when the child engages in an individual activity, and the cooperation in group work managing to collaborate with the other are already identified. Still with regard to social relationships, the child already engages in the collective game, and influenced by the motivation to win, begins to understand the importance of rules to ensure equality of conditions (Piaget; 1947-2005).

Piaget broke with the dichotomy between intelligence and affectivity and presented psychological development as being one, in its affective and cognitive dimensions.

It is important to mention that affectivity for Piaget (2024) organizes all human actions, giving them impulses or energy for physical and mental actions on the environment in which they live. The way the teacher addresses the students when arriving in the classroom, for example, excited or discouraged, may or may not stimulate them, thus interfering in learning. For Piaget, affectivity can lead to acceleration or retardation of cognitive development, but it is not the cause of the formation of cognitive structures. For Piaget, affectivity is a stage of development. In a different way, Wallon thinks, for whom affection is the source of knowledge and not just a stage to reach knowledge. (Piaget, 2024).

According to Manfio (2021), the affective bonds built in the classroom are decisive for the construction of meaningful knowledge, being directly linked to the condition of permanence or dropout of students.

The first source of information for the child, where his first and main social interactions take place, where the learning of concepts, rules, values and cultural practices begins, is the family. School is the second context that most children attend regularly, representing a space for social interaction where interactions with peers and teachers are built, mainly.



Thus, the family and the school are the social groups with which children create affective bonds and develop socially (Roos and Truccolo, 2021). At school, the child will have the teacher as an ally³, who by creating a stimulating, affective, and welcoming environment will enable the child to express their ideas, feelings, and emotions (Silva *et al*, 2021).

The way the teacher develops an activity, how she organizes the environment will reveal to the child the care she is taking with him. Learning and affectivity go together. And when we mention affectivity, we refer to the emotions and feelings that affect the child and not only to affection and love; We refer to admiration, gratitude and also fear, regret, positive and negative affects, all developed from the children's interactions with the teacher and with their peers. Through interaction with peers, children make discoveries about their own attitudes, values, and abilities.

In addition to the teacher, peers play an important role in children's lives, offering emotional security and helping them learn how to relate in society – how to adjust their needs and desires to the needs and desires of others, when to give in and when to stand firm (Tognetta, 2024).

Also, according to the National Common Curriculum Base (BNCC) (Brasil, 2018), children, in the Early Years of Elementary School, are going through significant changes that will impact their relationships with others, with themselves and with the world. Therefore, it is understood that:

The characteristics of this age group demand work in the school environment that is organized around the interests manifested by the children, their most immediate experiences so that, based on these experiences, they can progressively expand this understanding, which occurs through the mobilization of increasingly complex cognitive operations and the sensitivity to apprehend the world, to express oneself about it and to act in it. (BRASIL, 2018, p. 58 - 59).

For Piaget (1962), affection plays an important role in the functioning of intelligence, and the difficulties that some children have to study some subjects are related to affective issues, and affectivity precedes the functions of cognitive structures.

³ It was decided to use the term professor throughout the text instead of professor or professor, since the authors are women and directly involved in the work.

Vygotsky (2003) takes a similar position to Piaget when he says that one can only properly understand human thought when one understands its affective basis. For Vigotsky (1991, p. 54) affectivity "is an integrating element in the development of higher psychological functions, mediated by the social and cultural context".

Wallon (1968) evaluates that emotion is crucial for the initial development of children, directly affecting their motivation and behavior, and affectivity is a structural component that directly influences behavior and learning.

In this way, the development of affectivity depends on the quality of the stimuli in the environment so that they satisfy the basic needs of affection, attachment, detachment, security, discipline and communication, because it is in these situations that the child establishes bonds with other people, that is, the environment plays a fundamental role in the development of the individual along with intellectual capacity, and in this environment affectivity arises influencing cognitive development and playing a fundamental role in the development of the environment. fundamental in the child's learning (Silva *et al*, 2021).

Thus, according to Passos and Cantero (2024, p. 658), "the practical application of these theories in contemporary classrooms can transform pedagogical practices, promoting more welcoming, effective learning environments adapted to the emotional and cultural needs of students".

From the above, the following research question was elaborated: What is the impact of a positive affective pedagogical practice on the learning of students in the third year of elementary school?

In order to answer the research question, the following general objective was elaborated: To investigate the impact of a positive affective pedagogical practice on the learning of students in the third year of elementary school.

In order to comply with the general objective, the following specific objectives were established: to intervene with pedagogical practices on the theme of environmental preservation in a third-year class of elementary school; observe the reaction of a class of students to the proposed pedagogical practices; to observe the interaction between students during pedagogical practices.

2 METHODOLOGY

"Every learning experience begins with an affective experience."Ruben Alves, 2002

This is a pedagogical intervention study with a qualitative approach, descriptive in relation to the objectives and field study in relation to the place of data collection.

According to Damiani *et al.* (2013), the pedagogical intervention type research consists of the planning and implementation of interferences (changes, innovations), aimed at producing advances, improvements, in the learning processes of the subjects who participate in them, and the subsequent evaluation of the effects of these interferences.

According to Minayo (2012), the qualitative approach delves into the world of the meanings of human actions and relationships, it is subjective and cannot be captured in equations, averages and statistics. Still, according to the author, subjectivity, in qualitative research, is not seen as an obstacle to the construction of scientific knowledge, but as an integral part of the singularity of the phenomenon investigated. Bogdan and Biklen (1994) add that qualitative research is a generic term that groups several research strategies, where qualitative data are rich in descriptive details in order to investigate phenomena in all their complexity and in the natural environment. Guerra *et al.* (2024) emphasize that, as it is a subjective approach, "qualitative research requires fieldwork, in which the researcher is directly involved in the place where the phenomenon occurs" (p. 5).

According to Gil (2008), descriptive research describes the characteristics of a given phenomenon using standardized techniques for data collection; and according to Triviños (1987), descriptive studies aim to describe facts or phenomena of a given reality.

In field research, the researcher observes the facts and phenomena as they occur spontaneously, during data collection, in the natural environment of the one being researched (Lakatos; Marconi, 2003).

The participants were a class composed of 23 children from the 3rd year of the Initial Years of Elementary School, 13 boys and 10 girls, aged between 08 and 09 years, from a state school of 1st Grade located in a municipality on the western border of the state of Rio Grande do Sul. The choice of the school and a third-year class was for convenience, since I was doing the mandatory internship in the early years of elementary



school during the period.

The school has a multifunctional resource room for Specialized Educational Service (AEE), library, kitchen, cafeteria, audiovisual room, playroom, computer room equipped with Chrome books, Science laboratory, bathrooms on all floors, large patio, that is, it has a great structure for children.

The 3rd grade classroom is equipped with a whiteboard, tables and chairs arranged in a traditional way, arranged in columns, one behind the other. In addition, the environment has a 29" television and a cabinet for the storage of materials, to which only the teacher has access.

First, participant observation of the class was carried out in order to get to know it better and to be known. In the second week, with the observations made, a project was elaborated with the intended pedagogical interventions (the lesson plans) for the following two weeks. The interventions reported here took place in the afternoon, from 06/05 to 06/16, 2023, and the analysis of the activities carried out and other observations were recorded in a field diary. Photos and videos were also recorded in order to document as much as possible the reaction of the class to the interventions.

The Field Diary "consists of writing practices where the researcher reports what he sees, but also what he feels during the observations". Weber (2009, p. 158)

3 RESULTS AND DISCUSSIONS

"Education that nullifies affection and eliminates the freedom of emotional experience is nothing more than bad training"
Branco, 2004.

The general objective of the study was to investigate the impact of a positive affective pedagogical practice on the learning of students in the third year of elementary school. For this, a field research of the pedagogical intervention type was carried out with a class of the 3rd year of elementary school composed of 23 children between 8 and nine years of age. The recording of the children's activities, speeches, behaviors and reactions was carried out in a field diary from which the three categories below emerged.



3.1 THE CLASSROOM THAT TEACHES AND THE ENVIRONMENT SPACE AS A PEDAGOGICAL RESOURCE

The mandatory internship follows a sequence consisting of one week of observation, one week of planning the activities and two weeks of intervention. The period in which the observation takes place is very important since it allows the analysis of the educational space, allows to trace the profile of the class, to know each child a little, to perceive their subjectivities, as well as to know the teaching methodology used by the regent teacher. All this favors the elaboration of a plan of activities directed to the needs and ways of being of the children. The interventions were based on the project "Environmental education in the context of the June Festivals".

We agree with Vieira, Lucena and Silva (2024) when they say that the teacher, through his observations and sensitive listening, seeks to understand the child's interest and what sharpens his curiosity. Putting the child at the center of the learning process, recognizing their potential, and stimulating their curiosity is allowing the child to discover for themselves, to develop with autonomy and confidence, to create bonds, to participate and to collaborate.

The classes that were previously in columns were arranged forming a semicircle, with the objective of allowing the interaction of the children, facilitating communication and visualization between them and with the teacher, since affective relationships are constituted in the school space, through social interaction with peers.

At school, the child also creates bonds based on the relationships established with classmates, teachers and the school community, in which it becomes possible to recognize and perceive the presence of affectivity. Affective bonds are built through emotional states and feelings, which are powerful in the establishment of human relationships (Rodrigues; Blaszkowski; Ujiie, 2021, p. 64).

Gallina and Mause (2023) reflect on the organization of the space-environment and emphasize the influence exerted by the environment on the way situations are perceived and experienced by the child. The authors go further and say that the child needs to feel that he belongs to the space he inhabits so that he can experience new experiences safely. Therefore, the organization of the space by the teacher can be seen as a way to create a positive affective environment conducive to the experience.

Loris Malaguzzi, with Reggio Emilia's approach, mentioned space as a third educator, "intentionally created to connect the interests of children and teachers who share experiences and emotions" (Edwards, Gandini, Forman, 2015, p.47). Thus, the school space, the classroom, would be much more than just the place where education takes place, but rather an essential transforming component of the child's learning experience and plays a fundamental role in the construction of knowledge and in the promotion of its development (Bravaneri; Garanhan, 2025).

Thus, after the observation period, we planned the classes with the theme "Environment". Our concern was with the collective participation of children during the proposed activities. Thus, based on what has been observed and with questions (Why should we take care of the Environment? What happens when we don't take care of the environment?) On the students' previous knowledge, we continue with the planning.

As a first activity, an informative text was read collectively in relation to the environment and then the children were encouraged to make a clothesline with drawings and phrases that represented the care of nature. This activity was chosen to stimulate creativity and artistic expression, allowing them to share their works and feel valued, in addition to promoting teamwork and socialization, since the children collaborated and exchanged ideas during the process (figure 1).

Figure 1

Construction of the Environmental Clothesline



Source: Authors (2025)

After it was ready, the clothesline was exposed on the classroom wall, and in this sense Vieira, Lucena and Silva (2024) say that the children's documentation should be

displayed on the walls of the school, so that they can revisit that moment they lived, that is, the walls of the school are walls that speak. The walls of the 3rd grade classroom also spoke, expressed the children's production, their creativity, imagination, through drawing, painting, collage, gestures of cooperation between them, their multiple languages, paraphrasing Malaguzzi. Thus, the need for the school to have qualified teachers who carry out the practices with intentionality and reflection is evident, realizing the importance of valuing the children's production.

Figure 2

Clothesline of the Environment



Source: Authors (2025)

Our second pedagogical intervention was a popcorn session with the film "Monica's Gang - A plan to save the Planet", which involves the famous group created by Maurício de Sousa, with Monica, Cebolinha, Smudge and Magali, on a journey to save the environment. Before starting the screening, the room was organized in such a way that the children felt at ease, creating a welcoming environment. After the film, a conversation circle was held so that the children could share their impressions of the story, reflect on the lessons of the characters and apply these reflections in their daily lives. Since, according to the National Common Curriculum Base (BNCC) (Brasil, 2018), the characteristics of child development require that school work be structured based on the interests and experiences of children.

Ana Mae Barbosa reminds us that "through the arts it is possible to develop perception and imagination, to apprehend the reality of the environment, to develop



critical capacity, allowing us to analyze the perceived reality and develop creativity in order to change the reality that has been analyzed" (2010, p. 33).

Cinema at school is a way for the teacher to increase the child's cultural repertoire, stimulate their imagination and creativity, as well as bring quality information, in a playful and pleasurable way.

The third proposed activity aimed to illustrate in a simple but meaningful way the impacts of pollution on the environment and the importance of actions aimed at its preservation. The following materials were used: a glass containing water symbolizing the environment in its natural state before the occurrence of pollution and other negative environmental impacts representing the conditions of the planet; a container with bleach associated with environmental conservation actions and detergent, used to represent the aggressions caused to the environment, such as irresponsible degradation and exploitation practices.

Through this activity, it was sought to provide students with a concrete visualization of the effects of pollution, while highlighting the relevance of environmental preservation initiatives and the importance of raising awareness on the subject.

Due to the period of the year that the intervention took place, in the third class we worked on a brief informative text in relation to the June festivals, this text presented examples of typical games, characteristic clothing and food. After the collective reading, the children had the opportunity to share their experiences and preferences related to the festivity. This moment allowed students to express their personal experiences, enriching their understanding of the cultural traditions of this celebration.

Continuing the festive atmosphere, the activity entitled "Mathematics Fishing" was carried out, in which the fish were adorned with mathematical calculations, providing a playful approach to the fixation of contents. In addition, the traditional game "Hoop Game" was adapted to reinforce and review the contents previously worked, integrating in a fun way the knowledge acquired by the students. According to Gomes (2009, p. 10), "playful activity is a constant social practice of great value in the formation of the individual. Playing, playing and games are part of children's daily lives, and need to be valued and worked on at school".



The first conclusion reached is that the school, with its classrooms, with its corridors, with its courtyards, can be a stimulating and welcoming place for the child, being a place of exchanges, where he wants to go every day, where he feels protected and confident to be a child, to live his childhood and develop. This occurs when these spaces know how to be used by qualified teachers both in relation to their knowledge and their ability to provide security and affection to the child. A positive affective environment is the result of respectful interactions, attentive and sensitive listening, and planned activities.

3.2 THE CHILDREN'S REACTION AND THE POSITIVE AND NEGATIVE AFFECTIVITIES TOWARDS THE PROPOSED PEDAGOGICAL PRACTICES

A teacher shows affection even before entering the classroom. It is affective when it plans a pedagogical intervention according to the age group of the group. It is affective when it thinks about the group's use in carrying out the activity, whether the group will have the opportunity to interact, to cooperate, to exercise empathy with colleagues, when it carefully selects the material to be used. All this will reflect on the quality of the children's experiences, and on the bond that these children will create with the teacher.

It was with this thought that the clothesline was planned, and during its elaboration it was possible to observe several affective manifestations by the children. Here it is emphasized that affective manifestations in the face of pedagogical practice can reflect positive or negative affects. According to Vygotsky (2003) *apud* Silva *et al.* (2021, p. 111),

Positive affects are related to high-energy positive emotions, such as enthusiasm and excitement, and low-energy emotions, such as calm and tranquility. On the other hand, negative affects are related to negative emotions, such as anxiety, anger, guilt, and sadness. The emotions and feelings of students are not dissociated in the teaching-learning process, since they may or may not favor cognitive development. For Vygotsky, human thought can only be properly understood when its affective basis is understood. (p. 111)

Also, according to Wallon (2007), affectivity is one of the pillars of child development, being inseparable from cognition, and plays a determining role in the way the child relates to the world and to learning.

Among the positive affectivities observed, feelings such as enthusiasm and involvement stood out, evidenced by the children's dedication to the elaboration of drawings and phrases. There were also demonstrations of satisfaction and pride when they saw their productions displayed on the clothesline, which contributed to the strengthening of self-esteem and the feeling of belonging to the group. In addition, the activity promoted moments of joy and empathy, especially in the interactions that arose from the exchange of experiences and ideas about the importance of caring for the environment. These aspects reveal the role of the proposal in the construction of affective bonds and in the development of a collective awareness in relation to the theme addressed (Figure 3).

On the other hand, in certain cases, some children showed insecurity about their ability to draw or express themselves through writing, which resulted in a feeling of frustration, revealing the fear of being judged by their peers.

Figure 3

Environmental Experience



Source: Authors (2025)

These observations show that pedagogical practices, while promoting cognitive development, also mobilize fundamental emotional and affective dimensions in the learning process. This perspective is supported by what Silva *et al.* say. (2022), when they state that affectivity is an essential element "in the learning process of the human being because it occurs from social interactions, in a binding process" (p. 25).



During the second activity, a predominance of positive affectivities was observed. The children showed joy in the face of the differentiated activity, which broke with the traditional classroom routine. The identification with the characters of Monica's Gang generated excitement and engagement, essential elements for the construction of bonds between students and the content worked. According to Vygotsky's theory, the use of cultural elements that are significant to the child, such as characters, stories and practices of their daily lives, favors the construction of knowledge, as it brings the school content closer to the reality experienced by the student, making the process more meaningful and contextualized (Vygotsky, 1991).

In addition, the post-film conversation circle allowed moments of listening, sharing and collective reflection, promoting an environment of respect and appreciation of each child's speech. As Freire (1996) argues, dialogic education is a fundamental path for critical formation, because by dialoguing, subjects build knowledge together and develop their social consciousness.

Regarding negative affectivities, some children showed restlessness or dispersion during the screening of the film. In other cases, there was a certain shyness or resistance to participate in the conversation circle, especially among those with less resourcefulness to express ideas in a group. In this sense, the teacher needs to have an attentive and affective look at his student, conducting in a positive way the actions developed in the classroom, as stated by Leite:

Inadequate teaching decisions hinder the learning process and the implications also involve the affective dimensions, which can become aversive for students. Everything indicates that the success and failure of learning have clear implications for the student's self-esteem, understood here as the feelings derived from the individual's evaluation of himself (Leite, 2006, p. 25).

In agreement, Oliveira states that the teacher should assume the role of

[...] a true person, who relates affectively with the child, guaranteeing him the expression of himself, since he needs someone who welcomes his emotions and, thus, allows him to structure his thinking (Oliveira, 2002, p. 203)

The creation of a welcoming environment, the use of media resources close to the children's universe and the appreciation of dialogue are strategies that contribute to a more meaningful and humanized learning. As Damásio (2004) points out, the emotional component is intertwined with the rational process and directly influences the way knowledge is constructed and internalized.

The third pedagogical activity was composed of three distinct moments, during these stages several affective manifestations were observed by the children. Among the positive affectivities, curiosity in the face of the experience stood out, which provided significant learning through concrete experimentation. According to Piaget (2024), knowledge is built in the interaction between subject and object, and sensory experiences of this type contribute to the advancement of logical and causal thinking. Playfulness also generated feelings of joy and motivation, especially during the June-themed games. According to Vigotsky (2007), playing creates a developmental zone for children.

[...] in the toy it is as if it were bigger than it is in reality. As in the focus of a magnifying glass, the toy contains all the tendencies of development in condensed form, and is itself a great source of development. (Vygotsky, 2007, p.134)

In the conversation circle about the June festivals, there were expressions of cultural belonging and affection when remembering moments lived in the family or in the community.

According to Freire (2005) *apud* Lopes (2009, p. 04-05) dialogue is fundamental in the process of formation of critical, conscious and active subjects in society.

According to Paulo Freire's approaches, there is a vast demonstration on this theme and a strong appreciation of dialogue as an important instrument in the constitution of the subjects. However, this same author defends the idea that a dialogical educational practice on the part of educators is only possible if they believe in dialogue as a human phenomenon capable of mobilizing the reflection and action of men and women (p. 04-05).

The second conclusion reached is that the child learns and develops through interaction with the environment, with the teacher and with peers. The teacher is affectionate when she listens attentively to the child, following their learning process and



thinking of different ways of proposing pedagogical interventions, helping the child in their formative path.

3.3 THE INTERACTION BETWEEN STUDENTS DURING PEDAGOGICAL PRACTICES

During the pedagogical practices developed in the internship, it was possible to clearly observe how affectivity is manifested through the interaction between students. The children interacted with each other spontaneously, both in the moments of execution of the activities and in the occasions of sharing, such as in the circles and conversations, in the games and in the artistic creations. Coexistence in the school environment, permeated by affective bonds, is essential for learning to occur in a meaningful way. For Veiga (2014, p. 24), "the affectivity of the act of teaching implies teamwork, as the process that is lived in a group is valued and placed within the reach of the participants".

During the making of the environmental clothesline, for example, the students showed interest in the productions of their colleagues, exchanging ideas, helping each other and expressing feelings of empathy and cooperation. These gestures reinforce the understanding that affectivity is concretized in the relationship between subjects and is essential for the construction of knowledge.

Piaget (2024) points out that behavior is formed by the affective and cognitive dimensions. There is no pure affective behavior, just as there is no pure cognitive behavior. The child who "likes" Portuguese makes rapid progress. The child who "doesn't like it" doesn't make rapid progress. In each case, behavior is influenced by affectivity.

The reorganization of the classroom space into a semicircle was also a factor that favored the interaction between the students, since "the school space must compose a coherent whole, since it is in it and from it that the pedagogical practice develops" (Ribeiro, 2004, p.105). By facilitating eye contact and communication among children, this spatial organization contributed to greater listening among peers and the strengthening of affective bonds. Still, Rosa and Truccolo (2025) emphasize that space-environment influences participation and socialization among children, provoking sensations, when it is welcoming, when "dressed in affection, in children's creations" (p. 16), encouraging children to explore and expressiveness, in short, they are spaces



The conversation circle after the *Turma da Mônica* movie also showed how much affection and interaction go together. When the child realizes that his speech is heard and respected, he feels safe to express his feelings and ideas, developing empathy and a sense of collectivity, highlighting the role of dialogue as an affective and transformative practice. According to Freire, communication transcends the simple exchange of information, configuring itself as a process of collective construction of meaning, based on empathy and trust.

[...] Only dialogue communicates. And when the two poles of dialogue are linked in this way, with love, with hope, with faith in each other, they become critical in the search for something. A relationship of sympathy is then established between them. Only then is there communication (Freire, 1974, p. 107).

In playful and experimental activities, such as math fishing and water pollution simulation, the children got involved collectively, dialoguing and learning together. As Vygotsky (2007, p. 118) states, "a child's greatest acquisitions are achieved in toys, acquisitions that in the future will become his basic level of real action" and it is in this symbolic space of interaction with the other that opportunities for development and meaningful learning are created.

The teacher, in this context, has a fundamental role as a mediator of affective relationships among students. According to Freire (1996, p. 15), "in the conditions of true learning students are transformed into real subjects of the construction and reconstruction of the knowledge taught, alongside the educator, who is also the subject of the process". As an active subject in the teaching-learning process, the teacher must promote the transformation of his classroom into a space permeated by affectivity, in which students feel welcomed and motivated to participate actively.

In this way, the pedagogical practices developed not only provided moments of cognitive learning, but were also fundamental for the strengthening of affective interactions among students. Coexistence based on respect, cooperation and listening favored the creation of a more humanized, empathetic and sensitive school environment to the needs of children.

The third conclusion reached is that affections are built from interactions and that



these interactions are provoked from a planning based on the child as the center of the learning process. The teacher plans not to control, but to ensure an environment with appropriate stimuli, with appropriate content that allows the child to express himself and explore. The child, in turn, demonstrates through gestures, speeches, and actions, all his potential, without fragmentation, in its totality.

4 FINAL DECISIONS

The present research began with the following research question: What is the impact of a positive affective pedagogical practice on the learning of students in the third year of elementary school?

The research question is answered through three reflections-conclusion: The first conclusion reached is that the school, with its classrooms, with its corridors, with its courtyards, can be a stimulating and welcoming place for the child, being a place of exchanges, where he wants to go every day, where he feels protected and confident to be a child, to live their childhood and develop. This occurs when these spaces know how to be used by qualified teachers both in relation to their knowledge and their ability to provide security and affection to the child. A positive affective environment is the result of respectful interactions, attentive and sensitive listening, and planned activities.

The second conclusion reached is that the child learns and develops through interaction with the environment, with the teacher and with peers. The teacher is affectionate when she listens attentively to the child, following their learning process and thinking of different ways of proposing pedagogical interventions, helping the child in their formative path.

The third conclusion reached is that affections are built from interactions and that these interactions are provoked from a planning based on the child as the center of the learning process. The teacher plans not to control, but to ensure an environment with appropriate stimuli, with appropriate content that allows the child to express himself and explore. The child, in turn, demonstrates through gestures, speeches, and actions, all his potential, without fragmentation, in its totality.

Thus, the research question is answered by saying that the impact is positive, since a welcoming environment, where the child is the center of the educational process,



promotes positive interactions, providing opportunities for the child to learn with autonomy, enthusiasm and motivation.

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