

## **1 THE SPECIFICITIES OF TEACHING IN EARLY CHILDHOOD EDUCATION: THE TRAINING AS A POSSIBILITY OF REFLECTION-ACTION**

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**ABSTRACT:** The current paper presents the analyses in the supervised internship: Educational Practice Research, E-learning Pedagogy course at UNIVALI. This program was held in an early childhood Center with children from two to five years old. The goal of the project is to analyse the specificities of teaching in early childhood education. The research activities have been developed in the context of a qualitative approach. Equally, analysis of the systematic research can be summarised as follows: data collection through participant observation, guided by observation protocols, development of action plans, intervention and researched field. The study allows to infer that be a teacher from an early childhood education requires a set of specific qualities that goes further than just taking basic care of children. Observing, reporting, producing and interact with children are inherent teaching actions that need to be improved. The teacher's professionalization of early childhood education is a must for its engagent. Paternalistic practices centered on adult's routines should be reviewed. A flexible planning, designed for and with children, allows the most diverse experiences and provides the development of these in all its potential. Investigate who is that professional which acts on early childhood education and what he expects of his work may contribute to the necessary changes.

**KEY WORDS:** Supervised Internship. Early Childhood Education. Planning. Pedagogical Practice. Teaching Practice.