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"Teaching-learning strategies in initial education"

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Abstract

The Ecuadorian Constitution recognizes education as a public function of the first order due to the impact it represents for the development of the country, therefore guaranteeing its continuity, quality and constitutes a priority task for the State. In Ecuador, the implementation of playful methods has been provided as basic tools, where the kindergarten teacher prepares to teach their students using tools capable of motivating interest in study and that children develop their skills and psychomotor abilities. The game as a tool influences the socio-affective development of the child, art allows to interpret and design their own experiences, facilitating that the teacher can know the infant in terms of thought, feelings, and interpretation. The objective of the work is to offer the results of an analysis on the need to deepen the methods required to guarantee a preschool education capable of motivating the desire to learn in preschoolers. For this, the inductive method was used, which allowed, from the analysis of the general situation of pedagogical methods in initial teaching, to reach precise conclusions on the subject studied. Desk research was put into practice for the review and analysis of the bibliographies associated with the topic. The work allowed to reveal the relevance of the pedagogical methods during the exercise of the initial teaching.

Introduction

Teaching strategies in early childhood education is not a simple task, it requires resorting to related concepts such as childhood, susceptible to different interpretations depending on each context. When reviewing this level, it is difficult to establish a precise difference between it and nearby words such as preschool or early childhood education.

In practice, initial education contains a mixture of preschools, kindergartens, primary classes, nursery schools, care programs, present in a good fraction of the countries of the world. In this way, although there is a more or less common

terminology to refer to this area, in reality it masks the complexity of childcare practices and systems (Egido, 2000).

Currently, accountability (CR) in education is considered a source of efficiency and academic excellence, as a tool to improve performance by schools, teachers, and students (Parcerisa & Verger, 2016). The most influential international organizations in the educational field have nurtured expectations regarding CR, which has acquired a rather managerial character in the sense of obtaining and evaluating school results, in addition to being conceived as one of the necessary solutions to the multiple problems and challenges of educational systems.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) attaches great importance to CR in its Framework for Action on Education 2030 and considers that the introduction of mechanisms in national education systems is a necessary condition for countries to meet the goals of sustainable development in education (UNESCO, 2015).

In recent decades, the training and professional development of early childhood teachers has risen as an element of concern in government policies around the world, as a derivation of research that shows its close association with the quality of initial education and of the consequent increase in social expectations about the education of young children (Pardo & Adlerstein, 2015).

Current education requires people with critical, analytical, reflective capacity and this is achieved through the development of thought (Falabella & Cortázar, 2018). A person with high intellectual development is competent to interpret, argue, propose, pose, and solve problems in different contexts, for the acquisition of number sense it is necessary to provide children with varied and significant situations through play that stimulate intelligence and imagination as proposed by the curricular standards (Aristizábal & Colorado, 2016).

The development of public, basic, compulsory, and free school was closely linked to literacy, in Latin America it was a product of the school (Tedesco, 2017). Initial education is a commitment to early childhood training, considering this evolutionary stage as the most critical in human progress and qualifying it as the key factor in teaching (Barrios, 2007).

Independent social movements in Latin America have given rise to many ideas in education. Official training in the indigenous regions of Mexico is provided through federal schools affiliated with the General Directorate of Indigenous Education (DGEI), state educational agencies and various community centers of the National Council for Educational Development, as well as the Educators Program for Indigenous Communities, created by the Chiapas government in 1994 (Meek, 2017).

Public education experiences differ in their attention to diversity, as well as in the difficult balance between educational equity and relevance; Although the DGEI reports that the gap between the school performance of indigenous and non-indigenous students has narrowed considerably in recent years (Falcón, 2018), the quality of education as a life project is very low. These practices have to do with linguistic and cultural aspects, but do not support productive activities in the students' own territories, which could lead not only to more meaningful learning, but also to an improvement in their quality of life (Nigh, 2017).

In Chile, the quality of preschool education has been covered to achieve its

sustainability, the management processes of educational centers have been reinforced, a difficulty for which there is no systematic history and where the obstacles that directors and educators have been analyzed have been analyzed. of preschool children estimate its incidence in this process, finding that one of the difficulties is the lack of professional staff, the need for training, basic supplies and inadequate management of financial resources (Benavides, Donoso, Araya, & Iturrieta, 2019).

For Ecuador, initial education arises and is based on the right endorsed in the Constitution of the Republic, which in its article 28 establishes: “Education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation will be guaranteed without any discrimination and mandatory in the initial, basic and high school level or its equivalent”(Asamblea Constituyente, 2008).

Within the process of change in the level of initial education, play is proposed as a fundamental strategy to strengthen the learning process of children, since their will towards the acquisition of new knowledge depends largely on their needs and interests. , where the teacher plays a primary role by requiring that their methodologies are aimed at awakening the joy and enjoyment of the child to learn. Studies carried out in Ecuador have provided the use of playful techniques as a basic tool, where the kindergarten teacher prepares to teach their students through games (Mero, Zambrano, & Rodríguez, 2020). In this teaching process, boys and girls develop their psychomotor and locomotor skills and abilities, enhancing the intellectual part, in turn they learn to integrate with the outside world, for this reason the teachers of this specialty must have training and training directed to strengthen the most appropriate methods of preschool education (Cabrera & Dupeyrón, 2019). The objective of the work is to offer the results of an analysis on the need to deepen the methods required to guarantee a kindergarten education capable of motivating the desire to learn in students.

Materials and methods

The research is based on a descriptive and bibliographic review work, which made it possible to characterize the impact of teaching and learning in early childhood education, to guarantee continuity and quality in the performance of teaching and learning. teaching methods suitable for this type of teaching.

The discussion of the results reflects the analysis of specialists associated with initial education, which allowed to reflect and argue from the theory using the inductive method on the problem raised; All this allowed to establish the importance of teaching methods in this type of educational level (Hernández, Fernández, & Baptista, 2010).

For this, a bibliographic review of books, articles, manuals, laws, regulations, institutional reports and other documents that offered reliable information in the interest of delving into the subject studied was carried out, for which there search method was applied *Desk Research* (IMEC , 2019) that allowed to obtain data efficiently and systematically review documents, where it is explained about the teaching-learning strategies, the most used and applied in initial education for the development of abilities and skills of children and to reach precise conclusions on the subject studied .

Analysis and discussion of the results

Early childhood education can decisively favor the fight against educational discrepancies, provided that certain conditions are met. The most effective intervention programs are those that integrate an intensive, early, child-centered education developed in educational centers, as well as formal responsibility and training on the part of parents, together with an ordering of educational activities at home and balanced with family support (EACEA, 2009). Figure 1 shows the main initial teaching methods.

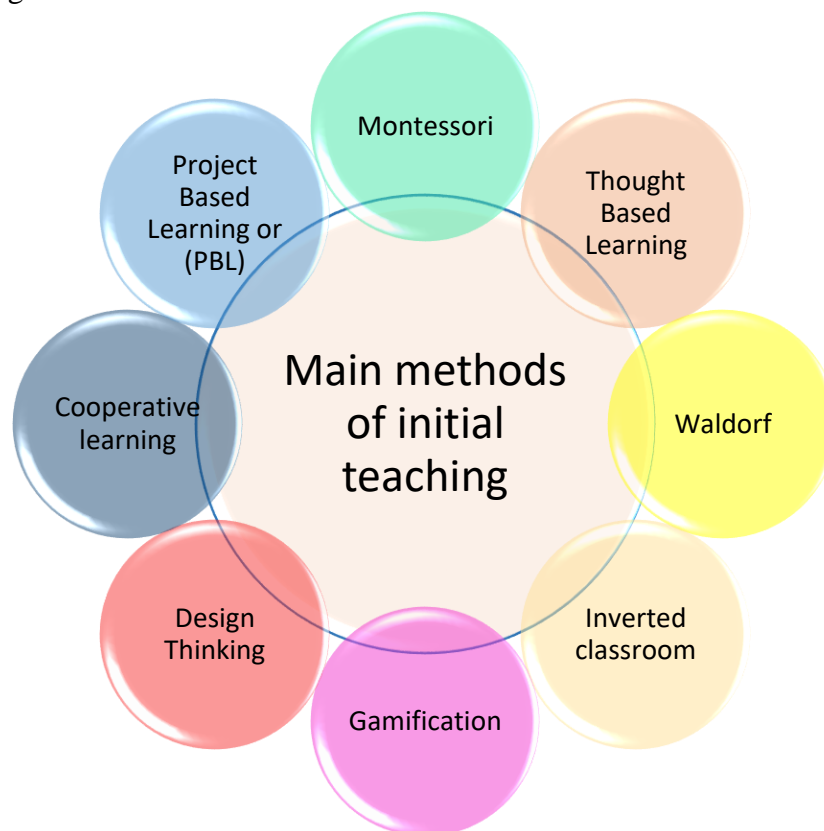


Figure 1. Main teaching methods in early childhood education

Source: (IFP, 2020)

The relationship between school time and learning is one of the concerns that educational research has confronted. The first studies were based on the teacher's time management and its effect on the student's attention. This perspective has rested on an objective concept of time, defining it as an independent variable that can physically increase or decrease according to the needs of the system and the teacher. A second trend assumes time as a subjective and relative concept, in this case it is a dependent variable related to the needs of the subjects, the interactions, contexts and cultures in which they develop (MARTINIC, 2015).

Teaching is increasingly illustrated by developing agility in toddlers, where they can display skills by themselves in a proactive way and not as something that happens to them reactively and in response to learning situations (Rosário, 2014). Preschoolers who self-regulate their learning are proactive in their efforts to learn, since they are aware of their abilities and limitations, and their study behavior is guided by objectives and strategies that help them achieve their goals (León, 2020). Play is a tool that conquers an essential place among the various activities of the child and in their socio-affective development, as confirmed by some authors

(Aristizábal & Colorado, 2016). When confronting any type of educational discovery, it is necessary to contemplate and foresee what changes it implies and have the logistical support that makes it viable (Pérez & García, 2015).

In the communities of practice, experiences focused on topics of common interest are shared, allowing shared learning from interaction and the exchange of ideas, which contributes to the qualitative improvement of their practices (Wenger, 2011), managing to extend their knowledge and enhance the contents that promote collective learning and create a charitable environment for innovation processes.

The plastic arts the plastic

arts are considered an aesthetic expression that is in force and shows human assimilation and evolution, where the emotional and spiritual generates a creative way in its various relationships with reality, including nature, society and thought (Estévez & Rojas, 2017). One of the precursors that I contribute more about the plastic arts is (Dewey, 2013). According to his criteria, he stated that pedagogues must include elements of the plastic arts in the different curricular areas of the arts, since it plays an important role in the bodily and motor process of preschoolers.

For this reason, the artistic element is included among the pedagogical tools that favor the learning of boys and girls, since it allows efficient and unifying activities such as painting, drawing, as well as design and modeling, to be carried out, ensuring that the student captures, interpret or design their experiences, which enables the teacher to get to know the infant a little more in terms of thought, feelings and interpretation, keeping a close relationship with the affective, creativity and imagination.

It is important to highlight that the child at the preschool level has innate artistic gifts, which he refers to through his own symbols and once they enter the social world, they begin to attend educational centers, without the presence of their parents and relatives. This situation reaffirms their autonomy and individual development process (Martínez, 2009).

The habit of reading

For the development of children in the growth stage, it is necessary to know how to motivate them in the habit of reading, so that they are able to form good readers in the future. Reading helps to expand children's attention span and improve their ability to think clearly, since stories have a beginning, a nucleus, and an ending, capable of helping their brains to think in order and link causes, effects and meanings (Auca Projectes Educatius, 2018). According to (Gonzales & Delgado, 2009) they allege that preschool children who receive training in written language have better oral language development, which facilitates their reading-writing process within the educational establishment.

Teachers need to apply phonology and letter skills in predicting early performance in reading and writing. Phonological memory plays an important role in the development of the phonological recoding tactic, which is necessary in the initial stages of teaching reading. Children who access their phonological representations of long-term memory more quickly and accurately show better reading performance than those who show difficulties in this ability (Herrera & Defior, 2005).

Early childhood teachers must develop language skills in students, they must propose and design strategies to ensure that children develop skills to write effectively (Atorresi, 2010).

Use of new technologies

Not only do you have the value of reading, motivations and interests, technological advances make it possible to transfer data, texts and images in digital form, in addition to being viewed in real time, which allows toddlers to initiate information exploration and exchange processes. In the case of preschool education, technology is necessary to expand and enrich new knowledge in children, the use of the computer in the classroom can serve as a playful-didactic support material (Calderón, Padilla, & Fornaguera, 2013).

The integration of technology in the teaching system has contributed to teachers incorporating innovative strategies in teaching practice (Batanero & Colmero, 2016), demonstrating that the use of computers enriches the language of children, bearing in mind the realization of a responsible practice.

The art of puppets

The theater is a plastic image capable of acting and representing (García, 1998), considered as a valuable instrument for education at all levels, it enriches and diversifies the traditional option of teachers. It offers the possibility of putting into practice mixed techniques with classroom work, it is possible to present a tendency towards incorporation and miscegenation, as well as the inclusion of regional traditions and cultures, which leads to enriching children's knowledge and fixing the criteria associated with cultural identity (Oltra, 2014).

There is an impressive number of objectives that can be achieved with the educational workshop (Arnobio, 2007), highlighting that these promote and facilitate a comprehensive and simultaneous education. Through the puppets the children fantasize, recreate their own stories and gain confidence in themselves. In these activities the students show themselves as they are, they expose their innocence, as well as the context and family environment that surrounds them.

The dance arts

Dance is a form of artistic communication and expression of emotions, thoughts, images, feelings and mood in the human being, it is also a means to entertain and enjoy rhythmic movements of the body (Adrienne, 2003).

It is extremely beneficial in the formation of the child, by satisfying his need for expression and creation, helping him to describe the multiple movement capacities that he possesses in his body. In preschool education, the objective is not to train professional dancers, but to support the formation of integral human beings through dance, seeking to ensure that the toddler acquires autonomy and personal identity, that develops forms of creative expression of his body and thought, that acquires awareness that he lives in society through teamwork and sensibly approaches art and culture (EDINCREA, 2013).

Some considerations on initial education in the province of Manabí

The Ecuadorian Constitution in its article 26 (Constituent Assembly, 2008) recognizes education as a right that people exercise throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion and an essential condition for good living. Individuals, families, and society have the right and responsibility to participate in the educational process.

Article 27 of the constitutional text itself establishes that education must be centered on the human being and will guarantee its holistic development, within the

framework of respect for human rights, a sustainable environment and democracy; It will be participatory, mandatory, intercultural, democratic, inclusive and diverse, of quality and warmth; promote gender equality, justice, solidarity and peace; It will stimulate the critical sense, art and physical culture, individual and community initiative, and the development of competencies and capacities to create and work. In the last 13 years, Ecuadorian education has experienced important advances, especially since the Organic Law of Intercultural Education was published in 2011 (Legislative Assembly, 2011), which has been reformed in 2015, 2016 and 2017. new schools equipped with technology that have led to qualitative leaps in educational quality. Conditions were created to promote the improvement of teachers; However, in terms of initial education there is still ground to advance, especially when considering the extraordinary importance of education at this level for the future of children.

In the province of Manabí, the initial education curriculum is organized by skills, which are not learned in the same way as knowledge or information, this practice must be varied and interesting, not mechanical or repetitive. It is about the teacher using their creativity and designing several different activities, where children can practice the same skill in a collaborative and supportive way.

Education in the first years of life requires environmental conditions that allow to explore, discover, express, and create sensory autonomy, play, art, awakening children's interest in study. It is optimal to offer the possibilities to build learning with effectiveness, freedom, spirituality, and the relationship with nature.

Comprehensive and comprehensive training of toddlers is necessary during their stay in the initial center, supported by the co-responsibility of teachers, managers, and parents to obtain the desired objectives.

Detailed planning is essential, an educator who plans his teaching work time makes it easy for them to manage the group of children in the classroom, because he has time to communicate in a positive and differentiated way with them. It allows you to offer clear directions, keeps them engaging in activities, and ensures everyone's participation.

An educator who plans and foresees his time arrives at the classroom with everything prepared, taking advantage of the time for the learning and development of children through games that involve them in a global way, stimulating their teaching.

To develop an assertive initial education, certain pedagogical components and tools must be put into practice: broad mastery of the contents, care and education with cultural and inclusive relevance, preparing the required didactic materials, furniture, infrastructure, security, services of food, health and medical care, as well as other complementary services that ensure comprehensive care for students.

At present, pedagogical practices continue to be routine, repetitive and riddled with stereotypes, where the action of children in some cases does not go beyond cutting, pasting, painting, singing, among others. It is imperative to move from action to reflection, where children use their abilities to develop their own thinking because of development and learning.

It is now evident that development is carried out based on weaknesses and not on capabilities. This aspect is fundamental in the mediation and stimulation processes, since traditionally deficiencies are stimulated and not strengths. This position of

favoring both potentialities and weaknesses is since in this process the child is helped to build adequate self-esteem and offer greater security in himself and in his environment. All this allows the teacher to identify the boys and girls who can serve as mediators or subjects with greater cognitive competence, in such a way that they favor other classmates in the construction of learning, collaborative and supportive development.

Initial education is essential for the full advancement of the human being, in this stage the bases of development are structured, and the most important cognitive acquisitions occur; However, the relevance of this level for most people is still a space for the care and custody of children under 4-5 years of age.

Conclusions

The work allowed to describe an analysis where it highlights that there are several significant teaching strategies for early education learning, socialized in different investigations carried out by social science professionals, but they are not always implemented by teachers in their classrooms, generating processes training within the framework of a traditional education.

Different innovative methodological strategies coexist for learning basic areas in initial education, of which group work, information and communication technology, dramatizations, dance, classroom projects, reciprocal teaching stand out. In this context, the playful method of teaching is called to play a decisive role in initial teaching, as it constitutes an engine of motivations to awaken the desire to learn in toddlers.

Teachers who work in initial education must generate new knowledge from research carried out in the school context, give testimony of the impact of their proposals, methodological strategies, thus achieving it can serve other teachers and professionals to nurture methodological proposals of significant practices in improving educational quality in early childhood education.

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