

Program of playful body strategies to promote emotional education in 4 year old children



Programa de estrategias lúdicas corporales para potenciar la educación emocional en los niños de 4 años

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Sinergias educativas
Universidad de Oriente, México
ISSN-e: 2661-6661
Periodicity: Semestral
vol. 7, no. 2, 2022
compasacademico@icloud.com

Received: 22 October 2021
Accepted: 29 January 2022

URL: <http://portal.amelica.org/ameli/journal/382/3823146003/>

Abstract: The objective of this research was to design a program of corporal ludic strategies to promote emotional education in 4-year-old children of the Benjamín Rosales school in the city of Guayaquil. A quantitative approach methodology, propositional correlational type, non-experimental design was used. For the diagnosis, a questionnaire was applied to 12 individuals and an unstructured interview was carried out to determine the play strategies used by the teachers. The result is a program based on corporal play strategies to potentiate emotional education in children, based on Piaget's (1998) theory of creative strategies, reaching the conclusion that the use of the program will allow strengthening the relationship between the different needs to improve education by means of playful games that favor intellectual and motor development.

Keywords: Emotional education, Emotional education, Play strategies, Games, Program.

Resumen: La presente investigación tuvo como objetivo diseñar un programa de estrategias lúdicas corporales para potenciar la educación emocional en niños de 4 años de la escuela Benjamín Rosales de la ciudad de Guayaquil. Se utilizó metodología de enfoque cuantitativo, tipo correlacional propositiva diseño no experimental. Para el diagnóstico se realizó un cuestionario aplicado a 12 individuos y una entrevista no estructurada para determinar las estrategias lúdicas empleadas por los docentes. Se obtiene como resultado un programa que se fundamenta en las estrategias lúdicas corporales para potencializar la educación emocional en los niños, sustentada en la teoría de las estrategias creativas de Piaget (1998), llegando a la conclusión, que el uso del programa va a permitir fortalecer la relación entre las diversas necesidades que permitan mejorar la educación por medio de juegos lúdicos que favorezcan el desarrollo intelectual y motriz.

Palabras clave: Educación emocional, Estrategias lúdicas, Juegos, Programa.

Introduction

Parents are concerned about the education of their children, that they learn to read, write, add, subtract, etc., but sometimes they forget an essential area such as

emotional education, which facilitates that each student is able to demonstrate, perceive and understand through observation the emotions of their peers.

At present, it is of great importance to be able to enhance emotional education in early childhood education children through playful body strategies according to their age, to awaken their intellectual curiosity through motor skills. According to (Landgrave et al., 2014) "affective development begins at birth, when the child is inserted into a social group, on which depends the satisfaction of his needs, completely turned, in principle, to his survival". For Leontiev (1983), quoted by. (Da Silva, 2015) "activity is the necessary factor for the object to be perceived and appropriated in the relationship that the child establishes with the concrete reality from the beginning of his life" p. 56.

Within the context of schooling it is essential that children understand how to use and master their emotions from a very early age, the influence that the environment provides to schoolchildren is of enormous contribution for the teacher, at the time of being positive, if different, is responsible for stimulating this area that has sometimes been neglected by not using the appropriate playful strategies to strengthen their integral development, for (Furtado et al., 2018) "Emotional education generates endless benefits if it is incorporated into socioemotional skills development programs" p. 358, defined as "an educational process, continuous and permanent, which aims to enhance the development of emotional competencies as an essential element of human development, in order to train for life and in order to increase personal and social welfare".

Globally, there is an interest in relation to emotional education and the reinforcement of playful activities, for which the United Nations International Children's (UNICEF, 2017) expresses that: "all girls and boys have access to quality early childhood care and development services and preschool education, so that they are prepared for primary school" according to (Vargas-López et al., 2016) "emotional education can be understood as an educational process that aims to introduce the development of emotional competencies as a main element of students' learning" p.100. In a publication about emotional education made by (Martini & Viana, 2016) states that "it promotes personal well-being, reduces problems, improves coexistence and favors integral development" p. 248.

At the Latin American level, the predisposition of early education is considered in relation to the fact that children tend to seek how to develop their motor skills and their emotional education in a natural way, to Ribeiro et al., (2016) In Mexico, the University of Guadalajara conducted a study where it concludes that playfulness provides joy, pleasure, facilitates the ability to think and act with a pedagogical purpose.

The Ministry of Education of Ecuador, on Emotional and Social Bonding. - In this space it is aspired to achieve a development in the socio-emotional quality in children, which starts from interacting from from from their egocentric peculiarities (they focus on themselves) and the bond of affection with their mother or nannies, with the purpose that they can realize the various expressions of sensitivity. originating new nexus through other actors and environment where Henrique et al., (2018) The author explains that everything lies in the fact that emotions are a fundamental part of the person from birth and play a fundamental role in the construction of their personality and in their interaction with others.

At the local level, educational units are prepared and committed to teaching, offering opportunities that favor children to get involved, interrelate, experiment, investigate, using pedagogical guidelines linked to emotional education. For (Zaragoz et al., 2016) is the ability to recognize feelings and manage them appropriately, and is considered essential to live positive and mature personal relationships.

One of the problems within the educational unit is the lack of a point of view and vision regarding emotional education in children, management and teaching staff have not proposed a program that allows the reinforcement of the various psychological aspects starting with motivation through the use of playful body strategy since (Gallo, 2017 p. 30)

For Vaucheret et al., (2019) studies from neurosciences and pedagogy support the importance of emotional education, both for its transcendence in the development of thinking and for its value in the learning process.

It is evident that the limited corporal ludic strategies are present and these cause insufficient growth in motor skills in children whose ages are in the 4 years within the study center and with it their emotional education is delayed. In a study conducted by Pulido & Herrera, (2018) the emotional intelligence of students has become a necessary task in the educational field and most teachers consider it essential to master these skills for the evolutionary and socio-emotional development of their students.

Therefore, the authors state that emotional education aims at the development of emotional competencies that contribute to a better personal and social well-being. It also has an impact on the improvement of the curricular learning process.

Another cause is the limited empathy of the children, who do not show understanding of the mistakes of other students, which together with the poor interpersonal relationships that they present, gives indications that they do not interact in a courteous manner with their peers and teachers and therefore there is not a good learning environment.

Another cause could be the absence of a good affective family environment that surrounds the child, which will cause the infant not to pay attention and not to be able to concentrate in the classroom because the emotional factors do not provide the harmonious balance to carry out the emotional learning based on the activities carried out by the teacher.

Finally, the lack of commitment on the part of the parents is taken into consideration as a cause, since they do not visualize a plan to achieve a harmonious environment in consideration of the emotional area that grants the infant an optimal development in the learning process.

The problem is formulated as follows: How does the design of a program of corporal play strategies influence the emotional education of 4-year-old children at the Benjamín Rosales School in Guayaquil 2020?

The current research work is important because it starts from a fundamental requirement in the development of children, in the course of their various stages of growth. In this sense, it exhibits the social relevance, because emotional education within the educational environment leads to form and strengthen, apart from identity, values, which makes students co-participants of a society that is in constant transformation.

On the other hand, it presents theoretical value that manifests itself in instituting conceptions and methodologies that support emotional education and its positive effect on self-esteem at every moment. Based on the results achieved, new strategies will be reprogrammed to assist the teacher in teaching and learning procedures.

The methodological usefulness of the research work is located in the didactic resource that will be established to create children, under the perspective of the profile established by the Ministry of Education. The teacher's work is focused on carrying out follow-up to control the activities and teaching protocols of the children. For this purpose, a descriptive field research is stimulated, using techniques such as observation, checklist and survey of the sample under study.

In relation to the previous approaches, the general objective of the study was: To design a program of corporal ludic strategies to enhance emotional education in 4-year-old children of the Benjamín Rosales School of Guayaquil 2020; from which the specific objectives were disaggregated: (a) To identify the importance of body play strategies in the cognitive development of emotional education in 4-year-old children; (b) To implement body play strategies to potentiate emotional education; (c) To propose a program aimed at teachers for the growth of emotional education through body play strategies; (d) To validate the program of body play strategies to potentiate emotional education in 4-year-old children of the Benjamín Rosales school of Guayaquil, 2020.

The work is related to the research by showing the importance of the use of play strategies in the psychomotor development of children, and how it positively influences their development in a dynamic way with respect to the knowledge, skills and abilities developed, creating within them the confidence that they can perform all kinds of activities.

For Dávila, (2018) the method used is based on a qualitative research as assertive, using participatory observation, as well as interviews which allowed to know the social behavior and identify the various existing problems with which one of the possible solutions was reached, a group of children whose ages range from two to five years was delimited. The result showed that teachers should learn more about the different strategies that allow them to develop fine motor skills in children that allow them to develop in a comprehensive manner.

The two works are related to the use of playful strategies that allow teachers to develop both fine and gross motor skills in five-year-old children, allowing them to have a significant learning experience and develop their personality as well as their emotional education, which is part of their character, with the support of parents in the teaching process.

The research works are related to the playful activities as the direct propellant of the motor development to potentiate the education through the development of their abilities, with which they improve the interrelation between the children and the values are strengthened influencing in a direct way in the development of the intelligence by means of the games.

Materials and methods

According to its purpose, it is based on pure basic research that serves as a foundation for applied or technological research; and it is fundamental because it is essential for the development of science.

According to its character, it is of the linear and casual correlational type for Aparicio et al., (2005) is a type of non-experimental research in which researchers measure two variables and establish a statistical relationship between them (correlation), without the need to include external variables to reach relevant conclusions.

According to its nature it is of quantitative type Berselli, (2018) is a research method that uses mathematical and statistical analysis tools to describe, explain and predict phenomena using numerical data.

It is of a temporal type, it is based on a transversal research because it is non-experimental, it collects data at a single moment, in a single time. Its purpose is to describe variables and analyze their incidence and/or interrelation at a given moment.

It is a non-experimental model, it facilitates the collection of information through the use of the instruments, that is, it does not have any type of control over the study variables, the main function is to keep track of the results that arise within the problem, in the same way, the propositional correlational design is used because it has two variables within the research. The variables studied are not deliberately manipulated. The way to proceed is to observe the phenomena to be analyzed as they are presented in their natural context.

The population of the Benjamín Rosales school is comprised of 90 4-year-old students.

Table Population1. of the Benjamín Rosales school

Table Population1
of the Benjamín Rosales school

Item	Detail	Persons	%
1	Female students	44	48.9
2	Male students	46	51.1
	Total	90	100.00

Source: Benjamín Rosales School

Part of the elements or subset of a population that is selected for the study of that characteristic or condition. For the selection of the sample, only 4-year-old children will be considered, to whom a checklist will be applied, and a survey of parents and an interview with an expert in child psychology will be conducted; therefore, those involved in the research will be determined by means of a fraction of the population.

Table2 .Benjamín Rosales School Sample

Item	Detail	Persons
1	Female students	11
2	Male students	12
	Total	23

Source: Benjamín Rosales School

A convenience sample in an initial phase of a project can give us information on trends and results that we will find when using a probability sample. The non-probabilistic convenience sample was applied because of having a population of less than 100 individuals, the use of a formula is not used. To select the sample, a fraction of the population of the Benjamín Rosales school was chosen to be used in the research instruments.

Observation was used to collect information, in addition, the survey facilitates the gathering of information through questions related to the study variables, an unstructured interview was conducted with an expert in the psychosocial and emotional area to establish the relevance of creative strategies in the emotional strengthening of children.

Next, talks were held where the teachers were explained the work and the way the survey would be carried out, showing the instrument used (questionnaire), the checklist, the number of questions and the alternative answers, indicating that it is a personal and not a group survey, setting the day and time for the survey and that it would not affect or alter their working hours, in addition to signing the individual authorization and the acceptance of evidence (photos) that support the process.

Results

The results obtained from the application of instruments to the teachers of the "Benjamín Rosales" school are shown, in order to know the level of the variable playful strategies, with its dimensions, playful capacity, resources, playful participation and the emotional education dimension.

Based on the data obtained to determine the level of the playful strategy variable, based on the instrument used with the teachers, 6 teachers were found to have a high level of knowledge of playful strategies, in the medium level, 4 teachers with a percentage of 33% stated that they had acceptable knowledge of strategy, and in the low level, 2 teachers were found to lack knowledge of playful strategies, which represents 17%.

In order to determine the level of the playful capacity dimension of the variable playful strategies, based on the instrument used with the teachers, it was defined that at the high level there were 7 teachers with a percentage of 58% who stated that they had a high level of knowledge of playful capacities, at the medium level 2 teachers with a percentage of 17% stated that they had acceptable knowledge of the dimension and at a low level it was observed that 3 teachers, representing 25%, lacked knowledge of the playful capacities of the children.

The data obtained to determine the level of the resource dimension of the variable play strategies, based on the instrument used in the teachers, defined the high level in which 5 teachers were found with a percentage of 42%, who stated

that they had a high level of knowledge of play resources, in the medium level 4 teachers with a percentage of 33% stated that they had acceptable knowledge of the dimension and in the low level it was observed that 3 teachers, representing 25%, lacked knowledge about the use of play resources by the children.

The data obtained to determine the level of the participation dimension of the variable playful strategies, based on the instrument used with the teachers, showed that at the high level there were 4 teachers with a percentage of 33% who stated that they had a high level of knowledge of playful participation, at the medium level 6 teachers with a percentage of 50% stated that they had acceptable knowledge of the dimension, and at the low level it was observed that 2 teachers, representing 17%, lacked knowledge of the playful participation of the children.

According to the data obtained to determine the level of the variable emotional education, based on the instrument used with the teachers, it was defined that at the high level there were 4 teachers with a percentage of 33% who stated that they had a high level of knowledge about emotional education, at the medium level 6 teachers with a percentage of 50% stated that they had acceptable knowledge about emotional education and at a low level it was observed that 2 teachers, which represents 17%, lack knowledge about the management of this dimension.

Likewise, in the data obtained to determine the level of the participation dimension of the emotional education variable, based on the instrument used with the teachers, it was defined that at the high level there were 4 teachers with a percentage of 33% who stated that they had a high level of knowledge of playful parceling, at the medium level 5 teachers with a percentage of 42% stated that they had acceptable knowledge of the dimension and at the low level it was observed that 3 teachers, representing 25%, lacked knowledge of emotional education in children.

With respect to the data obtained to determine the level of the participation dimension of the emotional education variable, based on the instrument used with the teachers, it was defined that the high level was found to be 5 teachers with a percentage of 42% who stated that they have a high level of knowledge about interpersonal relationships, at the medium level 4 teachers with a percentage of 33% stated that they have acceptable knowledge about the dimension and at a low level it was observed that 3 teachers, which represents 25%, lack knowledge about interpersonal relationships.

To determine the corporal playful strategies and potentiate emotional education aimed at teachers for the growth of emotional education in children through corporal playful strategies we proceeded documentary analysis of different types of bibliographies, finding the research of Aguaded and Valencia (2017) the application of the "Program to improve the emotional intellect in children's instruction: utilization of Mayer and Salovey's model", it was determined the importance that it is a complex work performed by the teacher, but determinant in what refers to the development of emotional intelligence that is framed in an integral way in educational training. Likewise, the research work of Vizueta and Márquez (2019), "The emotional intellect in the development of instruction and preparation" was taken into account, where it was concluded that teachers and students do not present some kind of mastery over emotions, which causes various conflicts inside the classroom having as a predominant factor the

lack of a pedagogical environment caused the low academic performance. As well as the research conducted by Alarcón and Noboa (2019) with the thesis "Emotional education and its impact on self-esteem", it is concluded that teachers do not present any type of strategies in what refers to the educational area, with which it is necessary to carry out the implementation of playful activities that facilitate emotional reinforcement in children. Similarly, the Emotional Intelligence theory of Daniel Goleman (1996) cited by Rojas (2016) has been reviewed. is primordial in relation to achieve success which is defined as the primary cause to obtain attitudes and in turn perceive, understand and make changes that lead to achieve the feelings and attitudes of mood either individually or collectively, similarly it is supported by the creative strategies of Piaget (1998), this links several phases of children's play, according to Alava (2013) tends to affirm as a mental grouping the use of the various ludic systems supported by the theory of "energetic surplus" transmitted by Herbert Spencer quoted by Morris (2013) cited by Vázquez, (2019), where fun is formed with the impetus that children have inside, that hyperactivity should be focused on improving their interpersonal relationships and strengthen the emotional psyche through the motor system.

Discussion

Once the results of the surveys in the research have been analyzed, it has been possible to determine the representative relationship between playful body strategies and emotional education to a moderate degree, thus arguing the general objective, which was the design of a program of playful body strategies to enhance emotional education in 4-year-old children of the Benjamín Rosales School in Guayaquil 2020, where it can also be stated that the results of this research present relationships with previously mentioned scientific works.

Regarding the design of a program of corporal ludic strategies that consists mainly in identifying the importance of corporal ludic strategies in the cognitive development of emotional education in 4-year-old children, the related result is shown in Table 3: 27%, that is to say that 6 out of 23 teachers do not know about the development and strengthening of emotional education in children.

Regarding the playful capacity dimension of the playful strategies variable presented by the teacher, it is related to the position that he lacks knowledge, that is, he does not know how to use the appropriate pedagogical methodologies that are in accordance with the age of the students.

In relation to the resource dimension of the variable play strategies, the results showed that 28% lacked knowledge about the use of play resources in children, the play models to reinforce gross psychomotor skills in children aged four to five years, where it is highlighted that the so-called gross skills are necessary in the maturation process in children that are developed in what is known as early childhood, facilitating the evolution and independence in the emotional and intellectual development, synthesizes it as one of the actions chosen which should be adapted to the places without distinction of physical space, where what matters is that the necessary resources are available so that children can learn while having fun, focusing mainly on the activities they perform without any danger to personal integrity.

According to the results of the surveys, it is observed that the majority of teachers do not handle playful techniques corresponding to the age of the children, which causes a prejudice in the development of the gross motor and their cognitive skills. Therefore, we proposed a program directed to teachers for the growth of emotional education through corporal playful strategies in 4 year old children of the Benjamín Rosales School in Guayaquil.

Based on the above, it was found that the programs of corporal play strategies represent a great contribution for the teacher by contributing to the process of developing motor skills and promoting emotional education in children through interpersonal relationships by using playful games. In reference to the theoretical bases used in the current research, it is evident that it is supported by Piaget's strategy theory, which expresses the importance of the different phases of children's activities elaborated in playful games so that social interaction is more fun and enjoyable.

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