

Acciones de capacitación a la familia para la motricidad fina en niños de edad preescolar

Training actions to the family for the fine motricidad in children of age preescolar

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RESUMEN: En la investigación realizada se ofrecen acciones de capacitación a familias, dirigidas al desarrollo de la motricidad fina en niños de edad preescolar con el objetivo de elaborar acciones dirigidas a estas para su tratamiento, con aplicación del diagnóstico se utilizaron métodos de investigación para conocer las problemáticas y plantear el problema científico; se realiza la propuesta de acciones de capacitación para estimular la motricidad fina. Al realizar un estudio de la efectividad en igual población se obtuvieron resultados, satisfactorios, que constatan que las acciones propuestas fueron corroboradas por el criterio de especialistas, dando respuesta al problema planteado.

Palabras clave: Familia; Capacitación; Motricidad fina; Niños

ABSTRACT: The research carried out offers training activities for families, aimed at developing fine motor skills in preschool children with the objective of developing activities for their treatment. With the application of the diagnosis, research methods were used to identify the issues and pose the scientific problem; training activities are proposed to stimulate fine motor skills. A study of the effectiveness in the same population yielded satisfactory results, confirming that the proposed actions were corroborated by the criteria of specialists, providing a response to the problem posed.

Keywords: Family; Training; Fine motor skills; Children

Introduction

The fundamental challenge of early childhood is the communist education of children as part of the formation of new generations with a scientific conception of the world. In this sense, we also have the great responsibility of educating children from an early age, which requires profound knowledge, sensitivity, dedication, and love, in addition to the work of training families as an essential part of stimulating their children's development.

The foundations for the physical and spiritual development of human beings are laid in the early stages of childhood. During the first years of life, children assimilate knowledge, skills, and habits, and develop abilities and volitional-moral qualities that in the past were considered accessible only to older children. That is why the historic leader of the Cuban Revolution, Castro (2003), expressed the importance of beginning the education of new generations from the earliest ages, with the contribution of each and every social and community factor.

The research shares the idea of the educator, Franco García, Olga, who considers that training families is essential to achieve the comprehensive development of children.

In this sense, educators must have certain characteristics that identify them, which will be closely related to the demands placed on them by the society in which they work.

One of the most important factors in the overall development of children is their motor activity, which is present throughout the entire human life cycle.

There has been a great deal of research on motor development at the international, national, and regional levels. Authors such as Cabrera and Dupeyron (2019) argue that motor skills are not simply a description of motor behaviors and the way in which movements are modified, but also the processes that underpin the changes that occur in such behavior. This is an assertion that must be taken into account after we have been able to achieve, as a starting point, knowledge of the child with whom we are working.

Historical-cultural theory supports the idea that education as a guide to development facilitates this process. On the other hand, the selection of motor activities to be developed with children must take into account the characteristics of their motor development at each age, in accordance with geosocial conditions such as climate, customs, and culture.

In the province of Guantánamo, there is recognized work on the subject of fine motor skills.

However, taking into account the results of this research, it is considered that there is still insufficient research related to the training of families in preschool education.

These lines presuppose results that will enrich the content that appears in the programs and, in the case at hand, will provide timely knowledge about the transformations that are needed today. That is why we understand motor skills to mean all human movements, which determine motor behavior manifested through basic motor skills, which in turn express the natural movements of humans.

In the preschool stage, children's sensory experiences are very important for forming clear ideas about their surroundings, serving as a foundation for starting first grade.

The development of motor skills is vital to children's progress as they go through different stages, from spontaneous and uncontrolled movements to mental representation, that is, from disorganization to a gradual achievement of true organization of action originating in thought. Likewise, motor acts require reciprocal coordination in the work of all physiological systems, which depends on the corresponding nervous regulation. These aspects are related to fine motor skills, fundamental movements in the small muscles of the hands, face, and feet.

The development of fine motor skills promotes learning to write, proper grip, cutting, and correct manipulation of objects. These symbolic expressive activities characterize culture, and stimulating them appropriately allows us to trace the development of this human capacity, which is why it is necessary to encourage it from an early age. The application of the initial diagnosis using research methods allowed for the substantiation of the main problems detected and the formulation of the scientific problem, upon detecting that there are gaps in family training for the development of fine motor skills of the hands in the chosen research scenario.

In the fine motor skills of the hands, it is evident that there are still limitations in the treatment of their movements, which serve as the basis for the control of these fine muscles.

Taking the above into account, it was possible to detect the shortcomings in the educational process and, in particular, in joint activities with families, identifying the following.

- Poor preparation of families to treat fine motor skills in preschool children.
- Lack of knowledge on the part of families about motor activities for treating fine motor skills.

This led to the following scientific question: How can families be trained to address fine motor skills in preschool children?

To solve this problem, the following objective was set: to develop training activities for families aimed at addressing fine motor skills in preschool children.

Development

The family is the main educational agent, playing a leading role in stimulating the development of their children, involving all members in setting an example and performing functions that raise the quality of achievements for each of the ages that the little ones go through.

Fine motor skills are considered to be determined by the central nervous system, as research has shown that people with nervous system difficulties do not coordinate their hand movements when handling objects and are clumsy when using a pencil. Examples of this research include Godínez (2009) and González (2019).

This means that fine motor skills develop in close connection with thought processes in which analyzers, with an emphasis on visual and tactile analyzers, play a fundamental role.

Fine motor skills are characterized by fine movements that are small and precise. They also refer to the integration of neurological, skeletal, and muscular functions used to make small, precise, coordinated movements (such as pointing precisely at a small object with a finger instead of moving an arm toward the general area). They are the opposite of gross (large, general) movements. Visual control, Handling objects, Grasping objects, Manipulating objects, Problem solving.

Based on theoretical and methodological references that corroborate the need to train families in a concrete and solid way on how to stimulate motor activity.

To carry out these actions with families, joint activity is taken as a starting point, so the development of fine motor skills of the hands was not conceived as an activity isolated from other areas of development, but rather, it was demonstrated how performing actions to stimulate the treatment of fine motor skills with children and through different forms could be integrated into the dimensions of early childhood.

The diagnostic study made it possible to verify the current state of the family's training as a socializing agent in relation to the treatment of fine motor skills of the hands and how they implement actions for the treatment of this in preschool children, as well as the immediate need to find ways to contribute to its improvement in order to achieve the comprehensive training of our children.

Actions aimed at training families in the treatment of fine motor skills in preschool children.

The actions are based on the theoretical concepts of the Children's Circle and are oriented towards the theoretical conceptual assumptions of the Cuban curriculum design (principles of the educational process and its components) and are based on Vigotsky's Socio-Historical-Cultural paradigm, as they are aimed at humans as social beings, taking into account their interests and needs, as well as the real possibilities for training families in dealing with fine motor skills in preschool children. It was necessary to search for the concept.

Training: it is a process of permanent, systematic, and planned study and work, based on the real and prospective needs of an entity, group, or individual and oriented towards a change in the knowledge, skills for the activity performed, and attitudes of the trainee, enabling their comprehensive development and allowing for increased effectiveness in professional and management work (philosophical dictionary and that of the Royal Academy).

Training is now a topic of great importance, which is addressed by various researchers such as Burke (2009).

According to the Concise Dictionary of the Spanish Language, published by the Institute of Literature and Linguistics, Family Library,

Action: the effect of doing, act, deed, operation.

Training actions.

Action #1. Home visit

Topic: Diagnostic home visit to assess the level of training families have in educating their children.

Objective: To ascertain the current level of training families have in educating their children and their support resources.

Method: Conversation.

Location: Homes.

Development: Create an observation guide containing the following elements: -Physical conditions of the home. - Economic resources: Income received, household appliances, and others. -Community influences. -Personality characteristics of family members. -Climate of interpersonal relationships. -Place occupied by the child and concern for their education. -Level of knowledge and awareness of the child's behavioral disorders. Other guidelines: -Observe different activities and, at different times, the behavior of families in the education of their children. -Share these results and define what work needs to be done to address the shortcomings.

Action #2. Workshop

Topic: Drawing and its contribution to the development of fine motor skills in preschool children.

Objective: To demonstrate the importance of drawing for its contribution to the development of fine motor skills.

Method: joint development.

Location: Children's Circle.

Development.

To develop the topic, it will be noted that although the previous topic dealt with a very important issue, today's topic is equally important. The objective of the activity will be explained.

The activity will be carried out using a participatory technique called “draw what you like best,” which will be explained.

The educator will form three groups with participating families, give each one a card, and guide the following dynamic: Each group will reflect on the drawing, and one member of each team will go to the board to draw what they have done.

They can contribute to the drawing from home, thus enhancing the development of fine motor skills in their hands.

(Reflection takes place, but there is no socialization). The participatory technique is left open.

The study at home is specified, detailing the actions that have taken place at home with regard to the drawing.

Some ways to improve writing are demonstrated, so that families can take them home to their children.

Those that are related to the drawings are specified.

Once each reflection by the families is complete, the evaluation is carried out using the following questions:

How did you feel?

What message was conveyed to you by today's activity?

Have you learned how to apply this at home?

Action #3. Workshop

Topic: The child's hand.

Objective: To identify the anatomical composition of the organ involved in writing, drawing, and developing manual skills.

Method: Joint development.

Location: Children's Circle

Development:

The activity is aimed at training families, under the guidance of educators, in the anatomical content of the organs involved in writing, drawing, manual activities, among others. It is recommended to analyze and illustrate the anatomical, physiological, and articulatory structure of

the hand as a central organ and other structures such as the arm, forearm, and shoulders that promote its mobility through observation of illustrations and a video.

Motivation will be provided through practical situations that can be carried out at home, questions that stimulate the interest of families, who will be organized into two groups.

Educators will encourage actions that motivate families to learn how the movements they will perform with their hands are related, using role-playing that allows them to move their hands.

Once finished, there will be a reflective exchange on the knowledge of the hand as a fundamental tool in the life and development of the child, due to its great mobility, strength, and dexterity, which allow it to perform tasks of great finesse, correct writing, grasping, and also carrying tasks. This is due to the number of small bones that make up the hand, joined by ligaments and muscles, into which the strength and movements of the entire arm flow.

At the end, an evaluation will be conducted with the participation of the families, leading to the conclusion that hands are important and explaining their functions and anatomical and physiological composition, which enable the joints of the fingers, hand, and wrist. Explain that flexion gives the hand the ability to grasp objects, which is the basis of human manual activity, and also allows the thumb to oppose the other fingers, enabling the hand to perform fine or precision work, which will be useful for the future work they will do throughout their lives.

Explain that the skeleton of the hand is made up of: the arm, the wrist, the forearm, the palm, and the fingers.

How important is it for you to know about the skeleton of the hands and the performance of some functions typical of your age group?

Action #4. Workshop

Topic: Motor skills in preschool development.

Objective: to explain the importance of motor skills for child development.

Method: joint development.

Location: Children's Circle.

Development.

To develop this topic, participants will be asked to draw on their experiences to explain what they understand by motor skills, how they work, what elements they comprise, to organize an activity where they demonstrate how they work on motor skills with families and children, what elements

they take into account when planning this content, how they incorporate it into the different activities they do with their children, and how important they consider this content to be.

The educator should create a pleasant and participatory environment that encourages exchange, the desire to share, and each participant to express their doubts, comment on their difficulties, and find solutions.

The frontal work to be carried out with families consists of exercises with several children; however, the exercise process can be individual or in small groups.

Motor skills are aimed at the necessary exercise and development of body movements and small muscle groups in the face, hands/fingers, and feet/toes, which is very important in working with families and children. As part of their overall development at this stage, this will contribute to increasingly precise movements in their future evolution.

They will be encouraged to study and continue to explore this content in greater depth.

Each participant will describe their participation and that of the group, giving an assessment of good, fair, or poor, expressing any difficulties and suggestions, all of which will be recorded on a card.

Guidance will then be provided for continuing at home.

Conclusions

The results obtained corroborate the possibility of transformation by families, thus promoting training through the knowledge acquired.

The actions for the family were developed based on the systematization of references related to the topic, taking into account the characteristics of the children, as well as the diagnosis of their preparation.

The implementation of the actions revealed a positive change in families in terms of the treatment of fine motor skills in preschool children, as evidenced by the quality of the actions carried out with children at home.

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