
El contenido del software educativo en las formas organizativas de la Educación Preescolar

The contents of the educational software in the Preschool Education's organizational forms

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Resumen: La preparación de los docentes de la Primera Infancia para la integración de los contenidos del software educativo “Jugar y Aprender” en las diferentes formas organizativas del sexto año de vida constituye una problemática en el territorio holguinero, constatado a través del empleo de diferentes métodos empíricos con énfasis en la observación y la entrevista. Para su solución se elaboraron sugerencias metodológicas aplicadas en talleres que favorecieron su ejecución práctica, demostrando la aplicabilidad y efectividad de la propuesta en el Círculo Infantil “Los Pillines” del municipio de Holguín.

Palabras clave: Software educativo; Proceso educativo; Primera Infancia; Formas organizativas.

Abstract: The teacher's preparation of the early education for the integration of the educational contents software “Playing and Learning” from in the different organizational forms the sixth year of life constitutes a problem at the Holguin city, verified through the job of different empiric methods with emphasis in the observation and the interview. Methodological applied at workshops elaborated suggestions themselves for his solution that they favored his practical execution, demonstrating the applicability and effectiveness of the proposal in the Infantile Circle “Los Pillines” of Holguín's municipality.

Keywords: Educational software; Educational process; Early Education; Organizational Forms.

Introduction

Currently, priority is given to comprehensive care for preschool children, which includes various elements of learning and development, according to the particularities that characterize this age group. For this reason, it is necessary to organize children's institutions in such a way that, in order to direct the educational process, priority is given first to the child, his individual conditions and therefore the educator, according to his preparation, will enable all its components to flow, from educational methods to organizational forms, which must be conceived in a pleasant and harmonious way to

achieve the objective of Preschool Education: to achieve the maximum possible integral development of children in early childhood.

To fulfill this objective, from the school year 2001-2002, the educational software "Let's Play" and more recently "Play and Learn" were included as a complement to the Educational Program for the sixth year of life, because they were considered necessary to take into account the important place that computerization occupies in today's world, which means that this program for this age, must be organized efficiently, children interacting with the computer develop some computer and intellectual skills.

The insertion in the computer culture from preschool ages is crucial, the advantages offered by its techniques increase the earlier they are known in life, as they are internalized as a more integrating element of the whole reality, in this age in which learning is more effective.

It is necessary to point out that the informatization program in our society has placed this technology within the reach of preschool age by proposing its use as a means of teaching and the actions to use it are fundamentally directed to the use of software within the educational process. This experience in Cuba has achieved successful results since its inclusion by allowing the approach of infants to the new communication and informatization technologies, motivating them to use them.

In order to guarantee an adequate management of this process, Methodological Orientations were created for the use of computers in these ages, which together with the educational software "Play and Learn" have as main objective to advise those who in one way or another have to do with computers in the sixth year of life in Primary Schools, Children's Circles, as well as those who are assisted by the Educate Your Child program, with theoretical, hygienic and organizational foundations of this work that allow them to begin its introduction in an appropriate way.

Preparing the educator to use this technology for the benefit of child development is a challenge, because the personnel involved have different sources of origin and training, and the documents that regulate the use of software at this educational level do not include the necessary details, so that both the teacher of the sixth year of life and the computer teacher of the kindergarten and elementary school can use the computer not

only for the development of the child, but also for the development of the child, can use the computer not only to work with the software, but also to use its content in tasks and exercises in different organizational forms of the educational process, which would favor the acquisition of programmatic knowledge and the development of skills in children, taking into account that this means of teaching awakens their interest and motivation towards the activities in which they are used.

Different studies have been carried out on this subject. At the national level, there are studies by Cruz (2004), Martínez (2005) and others that explore the use of computers with preschoolers. At the territorial level, Oro (2004) and Fernández (2008) were consulted, who developed educational software for the development of phonic language skills in preschool children and for the treatment of content on the life and work of José Martí.

However, these researchers do not provide teachers with guidelines on how to use the educational software "Play and Learn" in different organizational forms and how to prepare together to integrate the task content of the software in educational activities.

The study of normative documents and the research conducted by Cruz (2004) reveals that the use of computers in this age group is considered a priority in Preschool Education and focuses on preparing teachers (teachers, educators and computer teachers) and managers who work with this age group in children's institutions and in the Educate Your Child program, for its efficient use and to ensure compliance with the basic objectives of this program in the sixth year of life.

These guidelines suggest the exchange between sixth grade teachers and computer teachers about the objectives to be achieved by the children in work sessions with the software, thus not on how to proceed in this sense, in the same way it does not guide how both teachers can prepare together and influence in an integrated way to eradicate difficulties presented by the children both in work sessions and when assimilating the contents of different areas of knowledge and development.

In the pedagogical practice, it has been possible to verify that in the technical and management bodies of preschool and primary school children's institutions that have sixth grade classrooms, thus in the cycle and territorial collectives, the analysis and

demonstration of how to achieve this integration is not systematic, which was corroborated in 5 visits of methodological help and 6 controls carried out by the different levels of methodological work, from the teaching collective, cycle and management council of the Kindergarten Circle Los Pillines.

It was verified from the application of interviews and the observation of teachers of the sixth year of life that they use the content of the tasks of the educational software when using a teaching medium or some attribute related to it, for example, flat puppets and franelograms, however, they do not take advantage of its content and the conception of its exercises in different activities of the educational process.

The analysis carried out allows identifying the problem related to insufficiencies in the preparation of teachers to integrate the content of tasks of the educational software "Play and Learn" in different organizational forms conceived in the educational process of the sixth year of life.

Based on the above, it became necessary to elaborate methodological suggestions to favor the preparation of teachers in the integration of task contents of the educational software "Play and Learn" in different organizational forms, initially selecting as a sample the Kindergarten "Los Pillines" and later the Primary Education Semi-boarding "Rudiberto Cuadrado", both in the municipality of Holguín.

For the solution of the referred problem, the following theoretical methods were used: analysis and synthesis, induction and deduction, which allowed making theoretical generalizations on the basis of the particular and general inferences obtained from the theoretical, practical and experimental experience. The empirical methods used were interviews, observation, work with sources and problem solving with field experimentation.

Development

The methodological suggestions for integrating the task content of the educational software "Play and Learn" in organizational forms of Preschool Education are structured on theoretical assumptions that support the need to conceive the preparation of teachers to lead the educational process with quality, starting with the efficient organization of

each activity that takes place in the sixth year of life, to foresee in a planned and systematic way, the use of computers at this educational level.

The term methodological suggestions is assumed, as proposed by Desdín (2004) who takes from the Color Encyclopedic Dictionary (1998), the word suggest, which refers to inspire someone an idea, to insinuate what he should say or do and methodology as the science of method, the latter as a process to achieve a certain end. From this it is derived that methodological suggestions are all the possibilities that in the practical theoretical order are offered to the educators to reach with the maximum quality the objectives proposed and to promote in this way the achievements of child development.

If we focus on this study, methodological suggestions are aimed at providing educators with ways of acting that allow them to integrate the task content of the educational software in different organizational forms of the sixth year of life, as can be seen below.

Methodological suggestions for integrating the task contents of the educational software "Play and Learn" in organizational forms of Preschool Education.

1- Diagnose the level of development reached by the children in the contents of the Educational Program for the sixth year of life related to the educational software "Play and Learn" and in the computer work sessions, based on the indicators and categories below.

Indicators for preschool teachers and pedagogical assistants

1.1 Level of maturity of the objectives by areas, related to the content of the tasks of the educational software "Play and Learn".

Categories:

- a. High level of knowledge assimilation.
- b. Medium level of knowledge assimilation.
- c. Low level of knowledge assimilation.

1.2 Children's level of independence in different activities or tasks.

Categories:

- a. High level of knowledge assimilation.

b. Medium level of knowledge assimilation.

c. Low level of knowledge assimilation.

1.3 Level of help needed by children.

Categories:

a. High level of knowledge assimilation.

b. Medium level of knowledge assimilation.

c. Low level of knowledge assimilation.

It is suggested to consult the Levels of help given to the children during the activities, according to the Educational Program of Preschool Education, Third cycle, and page 57.

The levels of help that should be given to the child when faced with a difficulty in the solution of the task depend on the characteristics of the group, the child's own characteristics and the type of exercise to be performed, considering from a call of attention in the orientation of the activity verbally, to the demonstration in the case that it is required.

1.4- Communicative relationship child-child and child-educator.

Categories:

a. High level of knowledge assimilation.

b. Medium level of knowledge assimilation.

c. Low level of knowledge assimilation.

Indicators for the computer teacher

1.5- Placement of children by levels in the solution of the tasks of the educational software "Play and Learn".

Categories:

a. High level of knowledge assimilation.

b. Medium level of knowledge assimilation.

c. Low level of knowledge assimilation.

1.6- Children's level of independence in performing the tasks of the educational software "Play and Learn".

Categories:

- a. High level of knowledge assimilation.
- b. Medium level of knowledge assimilation.
- c. Low level of knowledge assimilation.

1.7- Level of help needed by children to execute tasks of the educational software "Play and Learn".

Categories:

- a. High level of knowledge assimilation.
- b. Medium level of knowledge assimilation.
- c. Low level of knowledge assimilation.

1.8- Child-child and child-educator communicative relationship during the execution of the tasks of the educational software "Play and Learn".

Categories:

- a. High level of knowledge assimilation.
- b. Medium level of knowledge assimilation.
- c. Low level of knowledge assimilation.

2-Methodological analysis of the contents of the Educational Program for the sixth year of life and the tasks and exercises of the educational software "Play and Learn", to organize them in the dosage, in such a way that their relationship is reflected.

In order to carry out the methodological analysis of the contents of the Educational Program for this year of life and of the tasks of the educational software "Play and Learn", a dosage of the contents of the Educational Program that are related to the one contemplated in tasks of this software was elaborated, structured as follows: Week, frequency, development area, content, content of the task of the educational software

"Play and Learn", objective of the computer work session, specific objective of the development area, objective of the activity.

3-Methodological analysis of the content of an area of development, the relationship with those contemplated in the tasks of the educational software and its integration in the different organizational forms of the year of life.

With the objective of methodologically analyzing the content of an area of development, for example, Elementary Notions of Mathematics, the relationship with those contemplated in the tasks of the educational software and their integration in the different organizational forms, actions were elaborated, which are proposed below:

- Diagnosis of the children in the work sessions and in the area of the development of the Elementary Notions of Mathematics, with those contents that are related to that of the tasks or exercises of the educational software to be worked on during the week.
- In the Educational Program, to specify the methodological treatment to be carried out for the content detected with difficulty, and in the methodological guidelines for computing, to know the objective and content to be achieved in the task of the educational software "Play and Learn" that gives it an output.
- Determine the basic vocabulary of the area related to the tasks of the educational software, for which they should consult the Educational Program of the preschool grade and The world of quantities by Cruz (2001).
- Selection of teaching aids that make possible the achievement of the objectives or contents in which the children presented difficulties, both in this area and in the computer session.
- Study the requirements for the creation of toys or teaching aids in the book "El juego en le edad preescolar" by Mercedes Esteva, page 61.
- Collect disposable materials for the creation of teaching aids for children.
- Creation of teaching aids related to the content of the tasks and exercises of the educational software "Play and Learn" for children.

- Relate the content of the tasks and exercises of the educational software to be worked on during the week with the contents that will be treated in the different areas, through activities, tasks or exercises.

- Select the organizational form in which the previous analysis will be carried out.

4-Determine the educational activities in which, taking into account the children's diagnosis, the content of the educational software tasks will be integrated in the different organizational forms.

Educational activities were elaborated to integrate the content of the educational software tasks in the different organizational forms, which the teachers should select to integrate them in their activities with the children, taking into account their diagnosis, either before or after the computer work sessions. A total of 16 activities were elaborated in correspondence with the different levels of the software.

Educational activity #1.

Computerized task of the educational software to which it is output: Task 2, exercise 1, of level I, module exercise.

Objective: To select objects by their similarity and group them.

Instructions for the teacher: the children will be motivated by the visit of "Amigo", who has come because he needs their help. It turns out that Amigo was playing with some very nice dolls of different sizes and now he does not know how to arrange them, each one has its own box according to its size, which they can use to select the dolls and put them away, the child who manages to put the doll in the box that corresponds to it Amigo will invite them to play with the dolls.

Necessary explanations for the teacher: The sizes to be used will be those that the children present difficulties in the computer work sessions and in the different activities of the educational process, in the case of advantaged children the less notable size variations will be used.

Teachers are reminded of what the computerized task of the educational software consists of: It allows developing the sensory development skills of identification and comparison and clicking with multiple selection.

From the orientation that "Amigo" gives to the children, they must place the dolls in the boxes according to their size. To solve this exercise, the child must click on the selected doll and the box in which he/she chooses to place it. In case the child makes a mistake, after hearing an error sound, the doll will return to its place of origin, if the selection is correct, the box is animated and closed.

Variant 1.

Objective: To identify objects by their size.

Instructions for the teacher: In this variant the children will play the role of a rabbit and at the command "Bunnies to your houses" they will have to choose among various representations of dolls the one that corresponds to the size of their house, which in this case will be boxes.

Necessary explanations for the teacher: As the children choose the doll representations that correspond to the size of the houses, the educator should change the boxes and the doll representations, until the series of five elements by size is completed.

Variant 2.

Objective: To compare objects by size in series of up to seven items.

Instructions for the teacher: Children will be motivated with the game "Whose is it?", which will be developed as follows: The children will choose from a bag cards representing dolls of different sizes and at the teacher's order "Whose is it?", they will go as they wish to the place where the boxes will be, corresponding by size with the doll representations they have, the boxes will be placed in different positions so that the children move in different ways and in different directions.

This will be done with different objects or representations.

5-Análisis de la concepción de las formas organizativas del sexto año de vida para determinar en cuáles se ejecutarán las actividades donde se integre el contenido de las tareas del software educativo "Jugar y Aprender".

In this methodological suggestion, teachers should analyze the evaluation criteria of the different organizational forms, to determine in which activities they will include the selected educational activity to integrate the content of the educational software tasks

and to correctly plan the activity whether it is programmed, independent, complementary, or in the role-playing game.

Once the methodological suggestions were elaborated, 6 Methodological Workshops were developed to prepare the teachers on how to proceed in order to fulfill them. The Methodological Workshops were characterized by having an initial moment, where poems, songs, messages, problematic situations always related to the topic being worked on or other forms of motivation that may depend on the creativity of the workshop coordinator, the thematic approach is carried out in which the topic and the objective of the workshop are informed.

The development is the space or moment of elaboration, the content of the theme is dealt with, using a participatory style, using group work techniques, dramatizations of situations related to the theme, reflections based on testimonies, real stories, among others.

In the closing, a conclusion is made based on the criteria approached by the participants, in relation to the topic discussed, which allows to fix the contents of the workshop. The coordinator takes advantage of this space so that they value the preparation received and the possibility of executing these actions in the educational practice.

The main topics addressed in the workshops were related to the methodological suggestions elaborated to integrate the content of the tasks of the educational software Play and Learn in the different organizational forms of the sixth year of life.

These workshops were developed in the time destined to the methodological preparation of the teachers, using as fundamental methods the explanation, demonstration, debate and reflection, so that each one knew how to proceed with the methodological suggestions and to be able to make the teachers make judgments and evaluations about them and the content dealt with.

An individual survey was applied to 5 teachers of the sixth year of life, among them 2 pedagogical assistants, 2 educators and 1 computer teacher, and the observation of 6 activities of the educational process and 3 computer sessions, The results showed that those involved have a higher level of preparation to integrate the content of tasks of the educational software "Play and Learn" in different organizational forms of the educational process, since they learned to diagnose the development that children are

reaching both in the contents of the program and in the tasks of the software and which indicators to use. They understood the need to carry out a systematic preparation among all the teachers of the sixth year of life in order to promote the maximum development of the children. The activities elaborated in the methodological suggestions served as an example to the teachers to direct the different organizational forms integrating the content of the tasks of the educational software "Play and Learn".

Conclusions

The methodological preparation of teachers and the organization of the preschool educational process provide the fundamental theoretical-methodological references to result in the need and importance of the integration of the contents of the educational software tasks in the organizational forms of the sixth year of life to enhance the intellectual development of preschool children and to include the introduction of computers at this age.

The insufficiencies in the preparation of teachers of the sixth year of life and computer teachers to integrate the contents of the educational software "Play and Learn" in the different organizational forms, demonstrated the need to elaborate methodological suggestions to favor the development of computer and intellectual skills in preschoolers, as was evidenced with its practical application to propitiate solution of the detected problem and to raise the quality of the preschool educational process, starting from the use of the educational software "Play and Learn".

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