
Inadecuaciones del comportamiento en niños de la Primera Infancia

Behavioral inadequacies in early childhood children

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RESUMEN: La presente investigación apunta a la orientación educativa del ejecutor de la modalidad no institucional de educación a la familia de niños en la infancia preescolar, en aras de incluirla cada vez más en su formación. Se propone un folleto para ayudarlo en su labor orientadora en la prevención de inadecuaciones del comportamiento, posibles en los niños en un momento o situación determinados, como solución a las limitaciones constatadas en este sentido por los métodos empíricos empleados. Los resultados fueron: mayor calidad de la orientación familiar por el ejecutor y el comportamiento positivo de los infantes en diferentes actividades comunitarias.

Palabras clave: Ejecutor; Orientación educativa; Familia; Prevención; Inadecuaciones del comportamiento.

ABSTRACT: The present research points to the educational orientation of the executor of the non-institutional modality of education to the family of children in preschool childhood, in order to include it increasingly in their training. A brochure is proposed to help you in your guiding work in the prevention of behavioral inadequacies, possible in children at a given time or situation, as a solution to the limitations noted in this regard by the empirical methods used. The results were: higher quality of family guidance by the executor and the positive behavior of the infants in different community activities.

Keywords: Executioner; Educational orientation; Family; Prevention; Inadequacies of the behavior.

Introduction

Early childhood is the period of integral formation of the child, starting from birth and extending up to six years of age, it is a crucial stage in human development, its periods are subdivided into: early childhood and preschool childhood.

Preschool infancy is a formative stage where prevention plays an essential role in the whole integral development with emphasis on the behavior of the child from 3 to 6 years, there is a process in which the representative thinking is carried out through actions of internal orientation, where the child verbalizes the results of certain tasks but processes it at a mental level; that is to say, the behavior of this infant begins in a process where he can already distinguish from the point of view of his socio-moral formation what is good and what is bad, and begins to form the first moral ethical instances at the end of this stage where the process of socialization of the child begins.

Several authors in their researches expose the characteristics of preschool children (3 to 6 years old), among them are: Siverio (1995), Escalona (2008), Martínez (2020), López (2007), Rodríguez (2009); who characterized the child of these ages, which is considered timely in terms of understanding behavioral inadequacies in them.

It is considered that in order to avoid behavioral difficulties, it is of great value the preparation of the executor, so that he/she directs the pertinent actions in order to prevent behavioral inadequacies; also the communication and promotion in this way that can guide the families and the community in general, for the interpretation of the individual characteristics of each child, the conditions for their development and the relationships that arise around them, as well as everything that enhances or limits their development, which is why an accurate and deep diagnosis is required for this purpose.

In the 3 to 4 year old child there is a predominance of memory, thought and language in cognitive processes; a balance between affective-motivational and regulatory aspects is initiated, in such a way that there is a greater control of his performance, although not over his processes. This allows for a greater level of independence in daily life and the possibility of choosing what to do and with whom; the radius of action with the social and natural world that surrounds him is expanded, as well as his interrelationships; play occupies a central place in his life.

We should not lose sight of the fact that the 3 year old child is going through a critical period where precise contradictions are present as driving forces of development, which, if the psychological characteristics of this stage and those of the child itself are not well managed, and if it is not identified which are striking and suggestive with respect to social learning, may gradually generate the appearance of behavioral inadequacies.

On the other hand, in the 5 to 6 year old child, the achievements reached in the different cognitive processes that have taken place in these ages are consolidated; greater balance between the affective-motivational and the regulative that begins to manifest itself not only in performance, but also in the beginnings of regulation of their own processes, greater expansion of interaction with the social and natural world around them and interactions; although play occupies a central place in their life, there is already a projection towards study as a characteristic of the school position to which they aspire.

Thus, in preschool childhood (3 to 6 years), the child's behavior changes gradually, he/she goes through a new social situation of development, where play as the most important activity becomes a space in which they experience new motives of essentially human content; Through it, they learn to unite their actions with other children, to take into consideration the interests and opinions of others, assimilate social norms from the leading role they assume in the game; this is where the executor, the educational and socializing agents must take advantage of to carry out their educational work in order to achieve what is foreseen in the dimensions of the early childhood curriculum, due to its integral and systemic character.

Likewise, children at this age begin to have autonomy and self-awareness, they want to do things independently, so they begin to separate their behavior from that of adults, they begin to imitate adults by reproducing actions, role models during play, and they begin to make assessments of themselves, their peers and adults. Therefore, it is necessary to highlight the social skills that are built in the first stage of life and that crystallize in an adapted adult, such as: acting in a relevant way in the system of relationships with oneself, during the development of a system that leads to an adequate self-esteem, self-control in different situations and taking advantage of their self-referents.

At this stage, children understand and assimilate rules and norms of behavior, which are determined by the attitudes assumed by the adult (promoter, executor, family) in the face of compliance or violation of the same. The call for attention or sanction affects the attitude that the child assumes before the other (peer, friend, adult), so the constancy and systematicity will be decisive for the rules and norms to become regulators of behavior, at these ages infants take advantage and oppose adults since they continue to treat them the same and do not realize the need for freedom and expansion of autonomy that they begin to have.

Also some children of these ages behave negativist, disobedient, that sometimes exaggerate and become stable to solve any need, that in each child occurs in different ways, with different intensity and frequency according to the context in which it develops; it is there where they come inadequacies that hinder or hinder the socialization process, aspect that in the science of Psychology and Preschool Pedagogy are not clearly identified and, therefore, little attended, in a clear and precise way.

In accordance with the above, it is considered that in preschool childhood (3 to 6 years old), events can be interpreted that qualify the development and hinder the normal process of social adaptation of the child, in these can manifest personal or contextual traits. In the child: frequent misbehavior when they are deprived of something in order to obtain it, attitudes: capricious, not adapting to rules, rebellious disobedience, negativism, rejection, exclusion, confrontation and social bad adaptation as a demand for a solution to the needs of some infants, refusal to establish communication (negativism), opposing a necessary change of activity, unjustified hostile reaction to peers and adults, defiant behavior and contrary to guidance received, violent reactions to a scolding (throwing spittle, fighting, hitting other children, biting, kicking).

In the contexts: lack of communication, lack of affection that turn into relationships of lack of attachment, imposition, poor educational management; dysfunctional homes, complex communities, among other elements that constitute limiting factors in the child's development.

At the end of early childhood education, children identify their gender and as a member of a family, of a community, as a Cuban, they achieve relationships of love, trust, respect, and belonging with all its members. They are interested in their norms, habits, traditions, customs, and express in different ways feelings of love, respect and admiration for their family, their community. Demonstrate the development achieved in the formation of hygienic, nutritional and social behavior habits. They feel satisfaction when they comply with the rules of social coexistence, as well as care for and protect the environment. However, in some preschool children, behavioral inadequacies are reflected in the area of socialization.

Behavioral inadequacies have been analyzed by Hodelín (2006, 2010 and 2013) & Lahera (2009), which refer to the prevention of emotional and behavioral disturbances in the research project "The prevention of behavioral disorders in educational contexts", identifying them with the risk factors that existed at that time and with non-compliance with school duties. But they did not take into

account the definition of the category in question, so that, for the purposes of this research, it is necessary to define it in order to deepen and characterize the most frequent inadequacies in preschool children (3 to 6 years old), attended by the non-institutional modality of education.

The aforementioned authors alluded to behavioral inadequacies in both the school and preschool stages. In this way, they laid the foundations to continue deepening the study of this topic, which allows us to arrive at its denomination and characterization of the children who are carriers of it and who attend the non-institutional education modality. In addition, to carry out an accurate and timely preventive work by the promoter of this modality, the educational and socializing agents of the community, in order to prevent these inadequacies in preschool children (3 to 6 years old).

For his part, Martínez (2012), offers a definition of inadequacies of adaptation to contexts, which he determines as "warning signs of a possible alteration of behavior due to the non-conciliation of the needs and motives of children with respect to the natural and social demands required by the environment" (p. 47). It is of the criterion that these inadequacies expressed by children of these ages if they are attended in a timely manner, with the interaction of educational and socializing agents of the community from the different tasks they perform, treated in time, do not become behavioral alterations but can be considered at a lower level as behavioral inadequacies.

Martinez (2019, 2020) overcomes the theoretical construction proposed, in that the inadequacies treated are of less implication followed by the alteration, problem, difficulty or behavioral disorder, which when not taken into account in a timely manner give way to the appearance of behavioral disorders, this critical position now allows us to name the new category behavioral inadequacies.

Behavioral inadequacies are attitudes or habitual responses used by the child in his or her relationship with other people, whether adults or peers, and with environmental stimuli, which show opposition, disagreement, discrepancy, displeasure and hostility with respect to requests, claims, formalities or demands for activity and communication coming from them.

These inadequacies have to do with those attitudes that are inappropriate for the context in which the child finds himself and show maladjustments, the child's inadequacy to the situation or requirement made of him, according to what is socially expected of him. As the child progresses in age within preschool childhood (3 to 6 years old), they are more resistant to changes and mark the level of stability, as a quality or trait that distinguishes their behavior, when it is normal for it to disappear. These inadequacies do not correspond to the social norms and demands in

correspondence with the age: preschool childhood (3 to 6 years old), nor the context in which it is manifested.

Among the behavioral inadequacies, the following can be found: frequent misbehavior, crying in an abrupt and scandalous manner, negativistic attitudes: capricious, not adapting to rules, disobedience, rejection, exclusion, confrontation and social inadequacy as a demand for a solution to the needs of some infants, refusal to establish communication.

Also noteworthy are expressions such as: opposing a necessary change of activity, unjustified hostile reaction to peers and adults, defiant behavior contrary to received orientations, violent reactions to scolding (spitting, fighting, hitting other children, biting, kicking, snatching of toys or other objects), among others.

On the other hand, among the characteristics of children who present these **inadequacies** are: they use these manifestations as a way to obtain something they want to have, they do not accept attention, they are maladjusted, they do not obey rules, they use these attitudes as a means to solve their needs, to get and obtain what they want. In addition, they are manipulators of situations and adults; sometimes they have traits of anxiety.

The form adopted by the attitude, reaction or response incongruent with the situation in which the child is, can be more or less intense, according to the essence of the inadequacy, for example: when it is due to hostility, discrepancy and displeasure it is more intense, but when it is due to opposition it is less intense, this is also influenced by the attitude adopted by the accompanying adult or those involved in the situation. Also to what extent it has affected the child and this determines what needs to be worked on to correct it.

These characteristics, independently of those that correspond to the context in which they develop, also have to do with the type of family where the child develops, the relationships they establish, the type of nervous system they have, the temperament and some character traits that are already being formed.

Thus, the indicators for early and timely detection of these inadequacies are as follows:

-Stability of responses and attitudes to achieve something. In this sense, the habitual nature of that attitude, response or reaction is taken into account, which makes it a permanent and lasting issue over time.

-Incongruence of the attitude, reaction or response with the situation or the reason for which it is used. In this case it has to do with the situation in which the child is in the context in which that situation develops. It is the non-correspondence, the inappropriateness of the reactions he has, the response he gives to situations in contexts he should not.

-Meaning of the attitude, reaction or response. This considers what it is useful for the child: it is to solve a need, to obtain something; this is what determines the degree of intensity of the reaction, it is more essential for him. In working with this indicator is the potential to eliminate it or decrease it more quickly or not, it is where the greatest potential for him to react positively to socially desired behaviors lies.

The education of these children is possible and contributes to achieve in them positive attitudes with what contemporary society needs, that is to say, that our children grow up healthy, happy, respectful, responsible, loving their family and community environment, besides favoring the cooperative participation in its development.

In Cuba, the education and development of children is carried out through two modalities of educational attention, the institutional modality and the non-institutional modality (Educate your child community social program). In this sense, in the non-institutional modality the work of the executor is fundamental, he/she is in charge of directing the proposed preventive educational actions and for this it is important that they are responsible people, that they address the members of each household with respect, using persuasive, assertive, empathetic communication, through affable, calm, loving dialogue, who are sincerely interested in the progress of each child; be a model for the family, that when they have the same or another situation they can proceed in the same way, that they do not use physical or psychological violence, yelling, inappropriate communication styles and coercive educational methods.

The executor can be a professional (teacher, doctor or other suitable personnel), as well as an educational agent of the community (a mother, a grandmother, a social worker), who are guided through training by the promoter of the non-institutional modality that as teaching staff, by the functions conferred to him from his work: Orientation, improvement and scientific-methodological, to implement this program from its intersectoral and social community character, permanently and continuously, is to guide the maximum possible integral development of each

child from 0 to 6 years of age, his family, as well as educational and socializing agents of the community.

Thus, the executor receives specific and necessary orientations that prepare them to take care of inadequacies in preschool children (3 to 6 years old) and prevent them from becoming behavioral disorders, so that they are assumed with responsibility, in a conscious, planned and controlled way for the stimulation of positive behaviors in the children with whom they work.

As little is known about the prevention of behavioral inadequacies in preschool children, and in order to provide better guidance to the family of children with these characteristics, the implementer should know that they may occur in the joint activity child-family-community, as well as in the home visit and should be attended at that time, without leaving aside the attention to the rest of the children and families who are present in that space and time.

The present work is part of the scientific results of a defended doctoral thesis, which was motivated by the poor knowledge of the implementer of the non-institutional modality of education on the prevention of behavioral inadequacies, because the contents worked on in the training with the promoter do not allude to this topic and therefore, the necessary tools are not offered to guide the families on how to attend their children in this sense, so a brochure was elaborated to help the implementer and the family facing behavioral inadequacies, which was called "PREVEORIENTANDO" (PREVENTING).

Among the methods used for the development of the research, both theoretically and empirically, were the following:

Analysis-synthesis, present in the whole logic of the research process, which made it possible to interpret and elaborate the information of the object and field of research, as well as to arrive at the content of the brochure elaborated.

Induction-deduction, used in the analysis of the particularities of the process of orientation to the executor of the non-institutional modality of education, as well as to define the content of the booklet so that it also helps the family for the prevention of behavioral inadequacies in preschool children (3 to 6 years old).

Systemic-structural-functional, it was used in the whole research logic, as well as in the elaboration of the systemic structure of the elaborated booklet, also to explain the structural and functional relations of the components established in it.

The analysis of documents enabled to study the theoretical and methodological conceptions existing around the studied problematic in the process of guidance of the executor to prevent behavioral inadequacies in preschool children (3 to 6 years old), as well as the normative documents and ministerial precisions established for this purpose.

Observation, which allows knowing the reality through the activities developed by the implementer in the different contexts, used to verify the orientation to prevent behavioral inadequacies in preschool children (3 to 6 years old).

Interview, which enabled obtaining information about the actions that favored the orientation to prevent behavioral inadequacies in preschool children (3 to 6 years old) and to assess the effectiveness of the applied booklet.

Survey, allowed to collect criteria on the current state of the implementer's orientation aimed at preventing behavioral inadequacies in preschool children (3 to 6 years old) and to assess the effectiveness of the brochure designed.

Specialist criteria were used to obtain opinions on the relevance, feasibility and viability of the designed booklet.

The case study was used to evaluate the transformations in the families and children, executors, members of the community coordinating group, as a result of the application of the actions of the designed booklet.

Taking into account the arguments raised in the research leads us to structure and determine the contents of the booklet of help to the implementer and the family in the face of behavioral inadequacies.

The solution to the previous problem from the mentioned brochure was elaborated taking into account the following structure: the preamble, which invites the executor to use it to prepare himself in what he can do to facilitate that the preschool child, with the support of his family, reaches the achievements of the development to the maximum of his potentialities, from the positive attitudes that he manifests in the activities. In the introduction there are some general elements that corroborate the value of the booklet for the implementer.

On the other hand, in the development, precise orientations are offered to the implementer in relation to what it is expected to do in terms of prevention of behavioral inadequacies and for this,

it was decided to organize it by sections, in which participatory techniques of analysis and discussion were used through which this professional could exchange experiences, knowledge and practices on the work developed in their community, which allowed them to value and recover the best successes, proposals and solutions based on the knowledge, skills and attitudes evident in each participant.

In section 1: **Reflection and planning:** the implementer can find the necessary information to understand the topic in question, which can be used to plan the activities to be carried out.

In section 2: **Guidance to the family to prevent behavioral inadequacies:** the implementer will discover the guidelines to be taken into account to guide the family in the prevention of behavioral inadequacies during the child-family-community joint activity and the home visit.

In section 3: **Suggestions of other topics to guide the family in preventing behavioral inappropriateness:** the implementer will find some suggestions of other topics that he/she can use to guide the family in preventing behavioral inappropriateness.

In section 4: Bibliographic suggestions: the implementer is provided with suggestions of bibliography and other materials that he/she can use to enrich the guidance to the family in the prevention of behavioral inadequacies, which he/she has learned to offer with the preparation he/she has acquired through the contents of all the previous sections.

On the other hand, the conclusions provide an abstract of the essential aspects of the booklet and recommendations for the implementers to take into account in their work in order to avoid making mistakes.

In the process of validation of the booklet of help to the implementer and the family in the face of behavioral inadequacies, the method of the specialists' criterion and case study was used.

In relation to the specialists' criterion method, a survey was applied for the consultation of 15 specialists, able to offer evaluations and make recommendations on the designed brochure. 100 % of the chosen specialists have professional experience related to the process of guidance of the preschool child performer. They have scientific categories that accredit the information on the subject under study, 7 are doctors (53,3 %) in Pedagogical Sciences and 8 masters (73,3 %) in Educational Sciences (mention Preschool Education). They have more than 15 years of professional experience with knowledge of the process. With teaching category, 9 (60 %) teach in the Preschool Education career, 2 (13.3 %) in the Special Education career.

The 15 specialists (100 %) state that the booklet is applicable, feasible and pertinent, since it responds to the fissures that are evident in the orientation to the executor to guide the educational and socializing agents, as well as the agencies of the Popular Council in the prevention of behavioral inadequacies in preschool children (3 to 6 years old).

In addition, they consider it important to have this pedagogical tool within their reach that allows them to guide the executor to the educational and socializing agents of the People's Council, taking into account the structure and resources available in the socio-community context in the implementation of the Program of the non-institutional modality of education. Its actions are well conceived and the topic under investigation is current and important.

In general, the brochure promotes favorable transformations, which are valued in the impacts achieved in the prevention of behavioral inadequacies.

Another method used as part of the qualitative research was the case study, the one used is multiple due to the multiplicity of social actors involved in it, however, the focus is on 26 educational and socializing agents of the Agüero-Mar Verde Popular Council.

The selected sample was intentional because it is a socially complex community; an aspect evidenced from the indicators used in the Research Project "Prevention of behavioral disorders in educational contexts" directed by Dr. Nelly Hodelín Amable in this community, which considered this criterion when some of these indicators have a negative manifestation, it is considered socially complex. To this can be added the vision that municipal methodologists have about the socially complex nature of the communities they serve according to the number of social actors that carry out their educational influence in the socio-community context, which are assumed in this research.

The objective of this case study is to verify the effectiveness of the brochure. It was elaborated following the theoretical assumptions of Martínez (1988, cited by Sánchez, 2019, p. 43), who carried out a methodological organization and structured it in three phases: pre-active, interactive and post-active.

Pre-active phase: Its purpose is to prepare the preconditions for the application of the booklet, with the help of 2 promoters, 9 executors, 5 families and 10 members of the coordinating group of the Agüero-Mar Verde Popular Council, who are sensitized and diagnosed through the workshops offered in which the importance of the booklet is recognized; in which experiences related to the topic under investigation emerge.

Likewise, in this stage, information is obtained about the weaknesses, potentialities, strengths and needs of the educational and socializing agents, as well as the community agencies, with respect to the problem being addressed. Interactive phase: The guidance actions planned by the executor to the educational and socializing agents of the community are developed, such as: observations of the executor's performance sessions with the family and with the coordinating group; in order to assess the degree of appropriation of the contents of the booklet in the prevention of behavioral inadequacies in preschool children (3 to 6 years old), of the joint activity child-family-community and home visit.

Post-active phase: In this phase, the guidance of the implementer in the prevention of behavioral inadequacies obtained by the educational and socializing agents, as well as community agencies, is evaluated, in which the functioning and efficiency of the use of the booklet is assessed.

The contributions of the booklet to the educational work carried out by the executor of the non-institutional modality of education and give value to the results are the following:

Better design of preventive educational actions for behavioral inadequacies so that they do not turn into behavioral disorders.

- 100% of the implementers show satisfaction with the use of the booklet as a tool for the treatment of children with some manifestations of behavioral inadequacies.
- The implementer makes better use of the potentialities of the social-personal dimension in joint activities to stimulate positive attitudes in children and adults of the community.
- Greater involvement of the executor of the non-institutional modality of education in the activities of the community, attracting the rest of its members and increasing its possibilities of solving socio-community educational problems from the intersectoral management.
- The guiding and educational work of the executor led to the fact that out of 5 preschool children who presented manifestations of behavioral inadequacies, 4 (80%) actively participated in the "Best Action" contest organized in the community.

Conclusions

The executor of the non-institutional modality of education needs to have a guiding tool that directs their preventive educational work and prepares them to promote the participation of the members

of the community in the promotion of positive social attitudes as a mechanism to avoid manifestations from the earliest ages such as behavioral inadequacies.

The use of a booklet such as PREVEORIENTANDO, can improve the educational orientation that should be offered not only by the executor, but also by the promoter and other community agents to families and their children, in order to reinforce socially desirable behaviors and avoid negative ones, using assertive communication, which stimulates the willingness of its members to encourage them to respect the other, whether contemporary or adult, with the help of all those involved in the socio-community management, making the most of their potential.

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