

La carrera Educación Preescolar en función de la educación vial del estudiante

The Preschool Education career based on road safety education of the student

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RESUMEN: En la formación del estudiante de la carrera Educación Preescolar resulta insuficiente los procedimientos pedagógicos empleados en cuanto a la educación vial; por tanto, se propone sugerencias a través de la concreción en algunas asignaturas del currículo que pueden interactuar con los contenidos de la educación vial, contribuyendo estas a la formación del estudiante. Con la utilización de los métodos: análisis y síntesis, inducción y deducción, histórico y lógico, sistematización, entrevista y criterios de especialistas se determina la situación del problema y la importancia del tratamiento a la educación vial con las especificidades de formación profesional pedagógica.

Palabras clave: Formación profesional pedagógica; Educación vial del estudiante; Seguridad vial; Educación preescolar

ABSTRACT: In the training of the student of the Preschool Education career, the pedagogical procedures used in terms of road safety education are insufficient, therefore suggestions are proposed through the specification of some subjects of the curriculum that can interact with the contents of road safety education, contributing these are for the training of the student. With the use of the methods: analysis and synthesis, induction and deduction, historical and logical systematization, interview and criteria of specialists, the situation of the problem and the importance of the treatment of road safety education with the specificities of professional pedagogical training are determined.

Keywords: Pedagogical professional training; Student driver education; Road safety; Preschool education; Road safety; Student driver education

Introduction

Citizenship education conceives road safety education as an essential part of the student's integral formation, which becomes even more important when observing the high rate of accidents that occur frequently, which is why it is important to develop a culture of valuing one's own life and that of others.

Taking as a premise the concept that “every accident is potentially avoidable”, the United Nations Children's Fund (UNICEF) Office in Cuba has placed among its priorities the accompaniment of national institutions in charge of accident reduction.

The above is set forth in Law No. 109 (Road Safety Code), which regulates through the establishment of basic principles, which are related to the functions of the Ministries of Transportation, the Interior and the road and traffic commissions and the related commitment of the Ministry of Education, the National Traffic Police and the Ministry of Public Health.

Therefore, road education should be one of the objectives to be achieved in the student's training. In this order, it is necessary to prepare them so that they can conceive the teaching-educational process of road education from a pedagogical professional performance in correspondence with the requirements of the Model of the professional of the career.

Due to the transcendence of this task, it has become a priority in the policy of the Cuban State, evidenced, during the last years, in the pronouncements at the closing of the Assemblies of the People's Power, in its inclusion in the guidelines of the Party's economic and social policy, as well as in the constant analysis in different informative spaces such as the Spot: Para la vía, Recorriendo la vía, Las mesa Redondas, where it is highlighted in them, the role of society before the tasks related to road education.

The work with road safety education is of vital importance in the training of the student of the Preschool Education career, therefore, it is essential to approach it as a function of an educational metamorphosis in the ways of acting in and for the professional pedagogical work. This vision requires: awareness, conviction, interaction and adequate intervention for behavioral change.

Thus, the theoretical and methodological elements oriented to road safety education are insufficient for the student of the Preschool Education career. Therefore, the objective of the study is to support suggestions of some subjects of the curriculum that can interact with the contents of road safety education, contributing to the training of the student of the Pre-school Education career.

Development

In the last decade, road safety education, both at the international and national levels, has acquired great importance, as the concern for accident prevention associated, in turn, with the quest to reduce road accident and road mortality rates has progressively increased.

In the study conducted, it can be seen how several researchers have addressed the problem of road safety education, in recent years it is worth mentioning Guerra (2010), Ramírez (2010), Aparicio (2011), Piñón (2011), González and Verdeca (2019), these conceive dissimilar ways for its development in the educational institution, so these investigations served as a reference for this research.

However, it was found that there is insufficient reference to the development of the subject in professional training with a systemic direction and there is a lack of studies, oriented to the subject, in which specific procedures are revealed in the training of the student of the Preschool Education career.

Taking into account the policies, principles and objectives of education, road safety education favors the integral formation of the student; it strengthens the development of the physical, affective and cognitive aspects, and promotes capacities, values and attitudes; this allows learning to protect their integrity, assuming their rights and responsibilities in the face of risk situations that threaten their lives and thus participating in the construction of their citizenship. Torres (2007).

It is precisely in this direction that training is a fundamental strategic key to reducing road accidents and increasing safety levels. López (2010) points out:

Road safety education is the set of driving rules and laws that every person must have, it is a new discipline in modern life that requires psycho-pedagogical education, with the intention of obtaining a reasonable help in the fulfillment of road safety education. (p. 271)

Researchers Manso and Castaño (2008) state: “road safety education should be the preventive germ of road safety, based on the acquisition of attitudes, values and behavioral habits that guarantee the values of coexistence and safety in global mobility” (pp. 199-200).

Therefore, this cannot be restricted to teaching signs and norms, but must contribute to the formation of individuals, so that they become aware and acquire responsible commitments, not only for the facts, but also for the results caused.

In this order, we agree with the criteria of other researchers that road safety education requires in its instrumentation specific procedures and methods that transfer knowledge in the construction of knowledge, to a personal involvement, valid to enhance the appreciation of risks in the face of traffic accidents and to challenge the social environment with autonomy.

From this perspective, road safety education is defined as any permanent educational action favoring the development of knowledge, skills, habits, values, attitudes and behaviors that improve the behavior of pedestrians, drivers or passengers on public roads in order to reduce the accident rate. (Ramírez, 2023)

Therefore, it is necessary that road safety education is assumed integrally in the different areas of knowledge for its specific treatment with intersectoral actions and activities in the training process.

The road safety education process begins at an early age. There are educational programs that address issues related to the use of helmets, seat belts and other protective elements, the relationship between rain and traffic, and the dangers of speeding. However, the treatment of this content has not reached the necessary follow-up in the training of students in preschool education.

In this regard, Resolution 72/2011 of the Ministry of Higher Education (MES), in compliance with the provisions of Law 109, specifies the methodological indications for the implementation of the road safety education program in the national Higher Education system.

This implies the need for its study and implementation based on the characteristics of the aforementioned career: diagnosis of the potential of professors, students and their limitations, including the teaching units, where they spend more time each year as part of their work-research practice.

This reference leads to the study of the subject in the formation of the student, starting from the use of different educational spaces, to introduce a responsible preventive road education. From here derives the need to seek ways to prepare teachers to contribute to raise the road culture and improve student training on the road safety system, which will allow a responsible behavior on the road that will bring about a decrease in accidents.

However, so far, theoretical and methodological elements are needed to support the implementation in some subjects of the curriculum that can interact with the contents of road education. In its projection, the analysis of the limitations and potentialities of the students should be taken into account, including those of the teaching units, where they spend more and more time each year as part of their work-research practice.

Suggestions of some subjects of the curriculum that can interact with the contents of road safety education.

- In the subject of Theoretical and didactic foundations of the ludic activity in the content referred to the foundations and didactic treatment of the different types of games in Early Childhood, it is proposed to the teacher that when working the role-playing game, invite students to develop the argument of the Traffic Police and its attributes, similarly, when teaching the content of the independent activity, can emphasize the development of teaching aids for the didactic table of treatment to road safety education, for example: sheets, puzzles, didactic games, among others that the student can create, here the teacher can be supported by some cultural personnel who work crafts.
- In the subjects: Theoretical and didactic foundations of sensory education and Theoretical and didactic foundations of the Elementary Notions of Mathematics, in the methodological treatment and use of means for the development of the contents (with sensory patterns and operations with sets); students are invited to carry out programmed activities or didactic games, elaborating the necessary teaching means for the demonstration of the contents of grouping objects and formation of sets by color according to the lights of the traffic light, taking into account the meaning of each one.
- In the subject Theoretical and Didactic Foundations of the Mother Tongue in the content of communication (verbal and nonverbal language) it is suggested to the teacher to emphasize traffic signs as a form of nonverbal communication, in the subject the direction of the educational process of the mother tongue, when working on the demonstration of activities of the different communicative skills by the students, the teacher can suggest to the students to use poems, stories and carry out conversations on topics related to road education.
- In the subject Theoretical and Didactic Foundations of Knowledge of the Natural and Social World, when teaching the content of man as a living being and his relationship with nature and the society in which he lives, the teacher can provide an outlet for road safety education by referring to the behavior that man should have on public roads, as well as compliance with traffic signals to avoid accidents.

Similarly, in the social world, when working on the content of the family, duties and rights embodied in the Constitution of the Republic of Cuba, children's rights, exemplify with those related to road safety education, in the same way in the didactic treatment of the contents, it is

suggested that the teacher continue working with the traffic policeman, but invite one to achieve the exchange with the students, this content can be given in the traffic unit.

- In the subject Theoretical and Didactic Foundations of Preschool Physical Education, in the content of the direction of Physical Education activities in the educational process of Early Childhood children in both modalities, the teacher may suggest to the students to elaborate games of movements referred to road education where traffic signs are observed.

Therefore, in each subject, the work-research component should be given an outlet, so it is recommended to consult theses that deal with the subject. This implies exemplifying the phases of the research process and conducting research that includes how to proceed in praxis, according to the sphere of action. This is also materialized in the appropriation of the mode of action acquired by interacting with the object of the profession, it is suggested:

- The incorporation of the student to the teaching units to diagnose the institution and the community, as well as to observe how road education is given an outlet, to value the realization of the same taking into account the dissimilar contexts.
- To design intervention actions taking into account the strengths and weaknesses of the institution, the community and the family, in order to carry out his work as an early childhood educator.
- This approach includes: poems, drawings, teaching aids, interest circles, and morning classes, watching videos on good practices in road safety education, promoting the search for information and reading articles in the press with stories of traffic accidents. All this favors the formation of prudent attitudes.
- Guidance and counseling to educators, family members and students to promote healthy prevention environments, which include: before, during and after possible traffic accidents.
- Propose actions for the solution of professional problems with the use of methods and techniques of the scientific-research activity.

Another component that should be given an outlet from the subjects, is the extensionist, this allows students to be inserted in the work with agencies and educational agents, as well as the improvement of skills for the orientation of the different contents of road safety education to the institution, family and community, according to the diagnosis of the institutions and educational needs. This

allows the realization of road education activities, including: the organization of political and cultural events, exhibition of teaching aids, commemoration of road education and road safety anniversaries.

Other suggestions for the teacher:

- Conduct discussions with agents of the Provincial Traffic Unit of the Ministry of the Interior, in accordance with the duties and rights of traffic actors, in order to take a position and decide on a judicious way of moving on public roads.
- Viewing the television program “Recorriendo la vía” and the round tables on road safety education, promoting opportunities and knowledge of the subject from different perspectives.
- Distribute flyers and road safety education bulletins as part of the activities linked to the career community project.
- Create an album containing newspaper clippings, photos, phrases, anecdotes, testimonials or other material related to road safety education.
- Coordinate with the Traffic Department the incorporation of professors and students with means of transportation to the School of Road Education and Driving, with the objective of concluding their university studies with a driver's license.
- Performing dramatizations where they play a role in the public space can favor the interdisciplinary relationship, since they can be enriched with contributions from dance and theater teachers.

In this activity, the teacher can make statements associated with the different roles of driver, passenger and pedestrian.

The integration between the organizational components of the process is concretized in road education and in compliance with the objectives of the proposed model.

Precisely, the unity between knowledge and experiences developed in the different subjects studied in the Bachelor's Degree in Preschool Education makes it possible to work transversally - in different subjects - with socially relevant topics or situations. This way of proceeding allows the achievement of coherence in knowledge and responds to the challenges demanded by society.

It is essential for the teacher to keep in mind in each of the suggestions addressed the participatory and intersectoral nature in order to achieve an adequate development of road safety education; it should also encourage the communication of experiential experiences, reflection and assessment. They are conceived in search of a qualitatively superior transformation in responsible preventive road safety education, through actions conducive to the construction of new knowledge and the exchange of good practices.

The execution of these suggestions is flexible. In its development, it is important to note the teacher's creativity where the application of novel initiatives guarantees a transformation. In this sense, the execution includes academic, labor, research and extensionist actions with characteristics according to the achievement of a responsible road behavior and a social commitment with their profession, according to the demands of the current times.

In order to verify the validity of the suggestions made, the specialist criterion method is used, which, like any research method, has requirements that must be strictly complied with. This will allow the reduction of the level of subjectivity intrinsic to it.

A selection was made of the professors considered as possible specialists. For this purpose, the following were taken into account: professional experience, research conducted, management experience in the bodies and levels of methodological work.

The group of specialists was composed of 20 professors: 15 from the Department of Preschool Education, one career head, one department head and three managers from the Faculty of Early Childhood Education. Of the selected specialists there are a total of (17) Masters of Science, (four) Doctors of Science in Education, (four) PhD candidates in Education Sciences and (three) Bachelor's degree holders specializing in Preschool Education. The years of teaching experience range from (10- 25) years.

All the selected specialists have professional experience and an adequate level of knowledge related to the student's training process; they have had different responsibilities. Eighty-one percent (19) of them expressed having a high level of knowledge about student training, while 19% (1) considered having a very high level of knowledge. Initially, the above shows that the classification of the specialists in making judgments is satisfactory, in correspondence with the conformity of the proposal and its application in the training of the student of the Pre-school Education career.

Of the specialists chosen, 100% have national or territorial research related to the training of the professional. They have criteria that confirm the effectiveness of the research offered on the topic studied. Eighty-five percent of the selected professors hold the academic title of Master in Educational Sciences, 20% hold the title of Doctor in Sciences and 15% hold the title of Bachelor.

Once the specialists to be considered in the research have been selected, they are given a summary with the central categories determined by the researcher, and thus, they can respond to the evaluation survey on the structure, relationship, quality and effectiveness of the suggestions elaborated. The valuation ranges given are: very valid, quite valid, valid, not very valid and not valid.

The specialists were given the first questionnaire, based on the results of the first meeting. In the first round of consultation, they generally agreed on the lack of validity of the proposed educational model, and made several recommendations regarding the internal components and their relationships. According to the consensus of the specialists, in this round, it was not explicit how the relationships between the subjects were defined, based on their contents.

In addition, it was considered that the suggestions lacked differentiating theoretical elements that would illustrate the contents of road safety education and how to do it from the disciplines, in order to demonstrate the relationship between them. It was also suggested in the consultation, to particularize the suggestions proposed for the subjects.

Based on these recommendations, the proposal was considered, by consensus among the specialists, as not very valid; it was therefore decided to introduce modifications to the suggestions made for their acceptance.

Thus, once the information obtained from the first round of consultation with the specialists had been processed and the necessary modifications had been made, the second round was carried out. They considered that the suggestions were adequately structured, based on the existing theory, and that the relationships between the disciplines and organizational components of the training process were delimited. They also referred to the existence of a correspondence with the theoretical and methodological difficulties encountered in the study.

Finally, there was unity of criteria when evaluating the suggestions elaborated, considering them as very valid, due to their pertinence, feasibility in their theoretical and practical concretion; as well as, coherence in the logical connection of their structure and relationships.

The criteria contributed by the specialists on stable and reflexive bases synthesize the work carried out, which were corrected with significant demonstrations expressed in the interest to transform the initial state. In a general sense, the validity of the integrating logic of this research is recognized.

Conclusions

The suggestions elaborated for some subjects of the curriculum that can interact with the contents of road safety education in the training of the student in the Preschool Education career, allow to evidence the transformations experienced.

The suggestions elaborated for some subjects of the curriculum that can interact with the contents of the education vial in the formation of the student of the career Education Preescolar, allow to evidence the experienced transformations.

The effectiveness of these suggestions is evaluated through the criteria of specialists; the results obtained allow affirming that the application of the suggestions elaborated is feasible, that they correspond to the professional model and the study plan of the career, in the current conditions of the student's training.

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