

EDUCATING BEYOND THE CLASSROOM: DIDACTIC STRATEGIES IN UNCONVENTIONAL CONTEXTS

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Reception date: May 4, 2023
Acceptance date: March 28, 2024

Abstract

This presentation explains the importance of developing educational processes adapted for boys and girls, especially in the context of the pandemic; situation in which various alternatives were sought to promote learning experiences. The role of the early childhood education teacher in the creation of pedagogical environments that fostered growth, identity and the construction of significant learning is highlighted here. In this experience, derived from practical investigative work, a pedagogical proposal was implemented based on didactic sequences, specifically in the Pedagogy of Emmi Pikler, which emphasizes the creation of environments that promote psychomotor development, autonomy and emotional security. . of the kids. Likewise, the proposal of Zabalza (2016) was taken into account, which proposes learning spaces and environments for the organization of the classroom. Boys and girls between the ages of 3 and 6 participated in the project, who were taken into account as active subjects in the proposed pedagogical actions. The results found the importance of creating enriching pedagogical environments that offered children significant experiences that contributed to their physical, emotional and social development.

Keywords: initial education, development, learning, didactics, autonomy, free movement.

Resumen

La presente ponencia da cuenta de la importancia de desarrollar procesos educativos adaptados para niños y niñas, especialmente en el contexto de la pandemia; situación en la que se buscaron diversas alternativas para promover experiencias de aprendizaje. Se destaca aquí, el papel del docente de educación infantil en la creación de ambientes pedagógicos que fomentaron el crecimiento, la identidad y la construcción de aprendizajes significativos. En esta experiencia, derivada de un trabajo práctico investigativo, se implementó una propuesta pedagógica basada en secuencias didácticas, específicamente en la Pedagogía de Emmi Pikler, la cual hace énfasis en la creación de entornos que propician el desarrollo psicomotor, la autonomía y la seguridad emocional de los niños. Así mismo, se tuvo en cuenta la propuesta de Zabalza (2016), que propone los espacios y ambientes de aprendizaje para la organización del aula. En el proyecto participaron niños y niñas de edades comprendidas entre los 3 y 6 años, quienes fueron tenidos en cuenta como sujetos activos en las acciones pedagógicas propuestas. En los resultados se encontró la importancia de crear entornos pedagógicos enriquecedores que ofrecieran a los niños experiencias significativas que aportaran a su desarrollo, físico, emocional y social.

Palabras Clave: educación inicial, desarrollo, aprendizaje, didácticas, autonomía, movimiento libre.

Introducción

Throughout the semester 2021-1, the role of didactics in the development of significant pedagogical proposals, particularly adapted to the context of the pandemic, was evident. This situation prompted various reflections on how to teach children. Thus, considering the role of the trainee teacher in this specific situation, highlighted the importance of promoting diverse experiences to foster and enrich integral development in childhood.

The global contingency context, experienced since 2020, led educational institutions to promote and adapt different learning dynamics with the implementation of information and communication technology tools for dynamizing learning processes from home. For preschool teachers, this experience posed a challenge, as teaching the youngest children required elements inherent to didactics, playfulness, and games, which are considered fundamental for initial level education.

In this sense, it was pertinent to highlight and reflect on the role of the preschool teacher as the creator of didactic proposals which prioritized free movement as a determining factor in child development, an aspect that began to be jeopardized during the pandemic. Taking this into account, a practice from Piklerian pedagogy was implemented to strengthen the autonomy, movement, and development of children. (Herrán y Godall, 2016)

In this context, it was important to reflect on how adults or children carers assumed the responsibility of providing emotional security while also attending the affective needs of children. This responsibility involved educators promoting the active participation of the child, as well as the ability to take initiative and collaborate in the various settings provided. From this perspective, it is inferred that emotional knowledge is related to "the autonomy and social competence of the child. The family context is important in the development of their personality as a result of the socialization process, in which the child assimilates the attitudes, values, and customs of society." (Paguay & Espiniza, 2015, p. 22). This highlights the importance of those who care for children, and in our specific case, the need to ensure, through practice, that children feel in safe environments, having fun while learning, and at the same time, creating affective bonds with both teachers and parents. Based on the aspects mentioned before, we reflect that "the child who relates stably and securely with a reference adult, feels comfortable, grows harmoniously, self-regulates, is proactive and careful in a propitious physical and human environment." (Izagirre, 2013, p.40).

Considering the above, during the teaching practice

experience it became necessary, to identify important elements in the construction of physical learning environments, particularly relevant in non-conventional educational settings, where processes of personal and social growth were promoted to foster the integral development of infants.

Therefore, the main aspects considered in the development of the teaching practice included the role of children, the role played by families, the work of preschool teachers, learning environment full of psychomotor and sensory experiences, as well as the fundamental principles and objectives of education at the early childhood level. These principles allowed children to outline the interactions they established with themselves, with their environment, and with their teachers, while also guiding the direction of all pedagogical action.

Methodology

Didactic sequences were used as a pedagogical methodology, they were organized based on different consecutive activities with pedagogical meaning. It is necessary to emphasize that didactic sequences allow for "approaching content through various proposed activities and the possibility of revisiting those that require it." (Pitluk, 2012, p.81).

Based on Pikler's philosophy, a scenario where children developed psychomotor skills, was proposed. It helped them to control their bodies and be more autonomous, in that sense, children acquired a degree of emotional and affective security according to their maturation process. Similarly, but from Zabalza's proposal (2016), the creation of a learning environment was presented in which playfulness was involved, it helped to recognize the individual behavior of each child as fostering to work with others at home.

It is essential to highlight that during this process, the inherent principles of initial level education were applied, advocating for the recognition of individualization, a principle that promotes respect for the particularities of each child. On the other hand, the principle of welcome and well-being was incorporated, proposing for this exercise the creation of favorable environments for warm and affectionate interaction with children. In this specific case, we aimed for the children to feel recognized, heard, and above all secure.

Regarding the principle of participation, it was identified the need to promote educational processes that built, developed, and associated boys and girls as protagonists in the construction of learning, recognizing them as active and main participants in initial level education.

The principle of pedagogical significance was considered, directing towards generating meaningful experiences that stimulated the integral development of children. Likewise, the principle of reflexivity underscored the

importance of the role of trainee teachers, as we found ourselves in the need to adapt, enrich, and adjust each of the pedagogical interventions, not only within the classroom but also in unconventional environments, with the purpose of facilitating the construction of meaningful learning by children. Finally, based on the principle of co-responsibility, scenarios for dialogue and self-construction were enabled to promote the full development of children through playfulness and games. In this aspect, we consider pertinent to "rethink the role of play in initial level education and specifically as a fundamental and irreplaceable activity to do in the kindergarten." (Pitluk, 2012, p.90). In this sense and based on this teaching practice experience, we understood that the proposed activities should enrich the diversity of interests of the youngest children.

Population and Sample

During the teaching practice experience in non-conventional settings, we engaged with children closely connected to their families who, due to pandemic circumstances, were not attending school. With the 3-year-old child, priority was given to work focused on psychomotor development, achieved through creating a favorable environment to foster spontaneous movement and active exploration. We aimed to provide a variety of stimuli and tactile, visual, and auditory elements to enrich their sensory experience and promote the development of both gross and fine motor skills, as well as enhancing their autonomy and self-confidence. "The pleasure of acting, of experimenting, it is the pleasure of action and that is the foundation of early development in children and occurs in an environment of emotional security, one that protects and respects motor expressiveness in all its forms." (Divito, 2017, p.49).

With the 6-year-old girl, an educational environment based on multiple approaches was established, as described by Zabalza (2016) in his classroom organization proposal. Different strategies were implemented, including games, cognitive activities, body expression activities, theater, and storytelling. These elements were crucial in creating an enriched educational atmosphere to foster learning and facilitate intentional pedagogical experiences. "The distribution and equipment of the school setting turn out to be a background upon which the figures of educational messages act." (Zabalza, 2016, p. 109).

Results

A lo largo de la indagación se logró recoger diferentes resultados durante la aplicación de las metodologías expuestas. Se crearon ambientes de aprendizaje integrando las secuencias didácticas y el desarrollo de

las habilidades psicomotoras en diferentes edades.

Se evidenció que los entornos de aprendizaje que se basan en la didáctica de la educación infantil potencian las experiencias del niño, por tanto, sus aprendizajes, brindándole diversas herramientas para habitar espacios de aprendizajes significativos.

Se analizó como el desarrollo psicomotor desde los principios de Pikler (2016), que estos contribuyen al fortalecimiento de habilidades concretas en el niño, fomentando el desarrollo de sus dimensiones.

Se comprendió la importancia del papel de la maestra en la sociedad y su constante reto por innovar, diseñar planes de aprendizaje adaptados a las necesidades particulares del entorno y del niño.

Se destacó la relevancia de establecer entornos educativos enriquecidos, que brinden experiencias significativas para los niños, y que a su vez incorporen estrategias formativas orientadas a guiar los procesos de planificación de los espacios fuera del aula.

Por último, se comprendió la importancia de involucrar a los padres de familia en los procesos de enseñanza y aprendizaje, lo cual permitió en el caso específico de la pandemia que los niños se sintieran seguros en espacios de aprendizaje fuera del aula de clase.

Discusión

Se reflexiona sobre el papel que juega el maestro del nivel inicial, sobre todo de las maestras en formación, en este sentido, se resalta que las maestras deben proponer un ambiente rico de aprendizaje, realizando planeaciones áulicas profesionales que además sean complementadas con un sentido y uso pedagógico que se le dé a este. En otras palabras, es fundamental como docentes ser conscientes del impacto que tiene el ambiente en el desarrollo integral del niño y cómo este debe ser aprovechado como un recurso rico de aprendizaje y experiencias que aporten al desarrollo significativo de los niños. "Para realizar las planificaciones áulicas de manera profesional y consciente, necesita recordar la importancia que tienen, para los aprendizajes de los alumnos, las propuestas que incluyen y cómo se llevan a cabo". (Pitluk, 2012, p. 56).

Desde la práctica realizada con el niño de 3 años, se puedo reconocer la importancia de generar ambientes en los que los niños pudieran moverse libremente; esto ya que los resultados fueron positivos, puesto que se promovió por medio del juego libre la posibilidad de reconocer las habilidades del propio cuerpo repercutiendo favorablemente en la capacidad del niño de construir un aprendizaje autónomo.

En cuanto a la práctica realizada con la niña de 6 años, se logró observar la espontaneidad, creatividad y autonomía de la misma, lo anterior, ya que, desde los distintos ángulos propuestos se potenciaron y desarrollaron las diferentes dimensiones del desarrollo humano, tales como la dimensión artística, cognitiva, comunicativa, etc.

Conclusion

It is concluded that, to enhance integral development, it is imperative that, in our role as trainee teachers, we can design learning environments that offer a wide range of meaningful experiences. These experiences should promote the recognition and appreciation of the body's own abilities, with the purpose of strengthening autonomy and fostering healthy self-esteem in children.

On the other hand, and based on the principles of early childhood education, it was evident that children's development occurs through interaction with others, as well as with their environment, which enhances and enriches the social relations.

Another relevant aspect that we can highlight is the importance of awareness when planning, a responsibility that as trainee teachers, we must assume with commitment.

On the other hand, when providing personalized attention, it is essential to organize environments and activities carefully, avoiding improvisation. Therefore, it was reflected that environments should be subject to continuous evaluation, focusing primarily on the elements that shape our pedagogical practice.

Finally, we consider it is necessary that in pedagogical practices, the importance of meaningful interactions, the creation of enriched environments, and intentional pedagogical experiences be kept in mind, to give true meaning both to our role as teachers and to the construction of learning in children.

Acknowledgments

Firstly, we want to thank each family and the children who participated in these learning practice experience, we appreciate their willingness, collaboration, and support throughout this work.

We also want to express our gratitude to our teacher, Nadia Paola Acosta, leader of the Childhood and Culture research group. We acknowledge her invaluable contribution, not only as a mentor and guide in our academic development but also for imparting teachings

of great relevance, especially in the field of didactics in early childhood education. We deeply value her exceptional dedication and commitment to education, qualities that have left an indelible mark on our academic and personal formation.

Lastly, to the University of Nariño, for organizing the XV National and Third International Teaching Practice Encounter and for providing the opportunity to grow as trainee teachers, sharing the knowledge and strategies developed during the pandemic.

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