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Communicative Development in Early Childhood Education: Epistemological Trends in Colombia

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Abstract: This study determines the trends and perspectives regarding the development of communication skills in Colombian early education. For this purpose, a documentary review was established in different databases and digital repositories based on the following theoretical bases: principles of early education, pedagogical practices associated with communicative skills, and cognitive development for learning in preschool. The literature review process includes a first stage focused on qualitative data collection and analysis. Through an exhaustive review of various databases and digital repositories, the theoretical foundations and basic principles of early education and pedagogical practices related to communication skills and cognitive development for learning at preschool level will be explored. In this step, the search and selection of articles according to the research topic begin, focusing on the criteria of originality, sufficiency, and quality. As a result of this process, a cultural identity emerges that allows children to see themselves as autonomous individuals who are simultaneously part of a family and a wider culture.



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Finally, national and international trends in early education indicate that social interactions experienced by children contribute significantly to the construction of their communicative and linguistic knowledge, allowing them to reinterpret the surrounding reality. This, in turn, facilitates the formulation of pedagogical approaches that are much more in tune with the nature of being a child, considering their interests, curiosity, learning rhythms, and educational needs. Consequently, the educational processes based on this sociocultural perspective reveal a solid and coherent identity.

Keywords: Identity, early education, communicative skills, Epistemological trends, communicative development, pedagogical practice

幼儿教育中的交际发展：哥伦比亚的认识论趋势

摘要：本研究确定了哥伦比亚早期教育中沟通技巧发展的趋势和观点。为此，在不同的数据库和数字存储库中建立了关于以下理论基础的文献综述：早期教育原则、与沟通技巧相关的教学实践以及学前学习的认知发展。在这方面，文献综述过程包括第一阶段，重点是定性数据的收集和分析。通过对各种数据库和数字存储库的详尽审查，将探索与学前阶段的沟通技巧和认知发展相关的早期教育和教学实践的理论基础和基本原则。在此步骤中，将开始根据研究主题搜索和选择文章，重点关注原创性、充分性和质量标准。在这一过程的结果是，一种文化认同感出现了，让孩子们把自己看作是独立的个体，同时也是家庭和更广泛文化的一部分。最后，国内外早期教育趋势表明，儿童所经历的社会互动极大地促进了他们交流和语言知识的构建，使他们能够重新诠释周围的现实。这反过来又有助于制定更符合儿童本质的教学方法，考虑到他们的兴趣、好奇心、学习节奏和教育需求。因此，基于这种社会文化视角的教育过程展现出一种坚实而连贯的身份。

关键词：身份、早期教育、沟通技巧、认识论趋势、沟通发展、教育实践

1. Introduction

The main purpose of early education is to foster the growth of girls and boys according to their stage of development and individual characteristics, recognizing the particularities that arise from their culture and the environment in which they find themselves. In addition, engaging in reflective dialogs with children, giving space to their voices, recognizing the diverse realities they experience, subtracting drama, being transparent, and providing support are some of the ways in which we can address these issues in the school environment [1]. In addition, it is essential to promote inclusion and respect for diversity. Each child is unique and possesses his/her own abilities, interests, and needs. Therefore, schools should be inclusive spaces that value and celebrate the cultural, ethnic, linguistic, and socioeconomic diversity of students [2].

Early education should also promote the development of children's socio-emotional skills. This

implies providing them with tools to understand and regulate their emotions, establish healthy relationships with peers and adults, resolve conflicts constructively, and develop adequate self-esteem [3]. By reflecting with children on their experiences, allowing them to express themselves, and actively listening to them, they are given the opportunity to understand and manage their emotions in a positive way.

In this way, children are given the opportunity to develop critical awareness and understand their roles as responsible citizens in society. Thus, the construction of subjectivity and personal and social identity is framed as an opportunity for children to develop as social, cultural, diverse, unique, and citizens while expanding their understanding of the world as they interact in the various environments in which they live [4]. For this reason, recognizing "What are the strengths of families, what do they enjoy most about their children, what do they consider most important in their education, and

understanding the ways in which they relate, their fears, anxieties and questions” [5] helps teachers to strengthen their relationship with the family for the comprehensive development of children.

The main objective of this research was to foster students’ interest and strengthen their reading and comprehension skills and competencies. Therefore, in the Colombian educational context, early education was included in the curriculum at the end of the 1980s. Hence, “preschool education is born as a route that tends to associate early education with processes of preparation for school life and for entry into primary school” [6]. Based on the above, it can be seen that the education sector’s attention to preschool children (4–6 years of age) dates back to recent times. This shows a significant gap between primary education, which has existed for more than two centuries, and early education, which is only 30 years old, leading to some problematic situations, such as the implementation of pedagogical strategies to ensure the educational quality of preschool children.

On the other hand, there are shortcomings and weaknesses in the establishment of diagnoses and analyses that determine how the scientific method affects the comprehensive development of transitional children to improve the quality of the educational process in Monteria and the country [7]. Taking into account that comprehensive development in the framework of early education means “recognizing girls and boys in the exercise of their rights, knowing about their singularities, interests, tastes and needs, and attending to them through activities that involve those interests in their particular moments of development [5]. Official educational institutions in Monteria have encountered problematic situations in preschool education that deserve special attention from managers and teachers.

Based on the above considerations, the issue of early education as a structuring element of comprehensive early childhood care implies recognizing the existence of a framework of elements linked to the development of children’s capacities, behaviors, social relations, attitudes, and affective bonds, mainly [5]. In such a way that the didactic orientations of pedagogical work in preschool education should not concentrate on the teaching of specific areas or the development of competencies in mathematics, natural and social sciences, among others, the pedagogical practice of early education should focus on the competencies described above [8].

In the systematics of this research plan, the basic resources of early education, the promotion of the links of the daily life of students in transition, and curricular

integration to promote development are mentioned [9]. Considering the peculiarities of the constant development of the authorial capacity inherent to girls and boys in preschool education, nurtured by the problematization of situations that awaken and strengthen their passion for finding and proposing alternatives [10]. Two categories were defined for this study: comprehensive training and Early Education. Framing the topic at hand, students are taught a variety of pedagogical strategies and techniques related to the scientific method and the development of their integral education, punctuating the topic in question [11]. Consequently, the classification is as follows:

Table 1. Conceptual categories (compiled by the authors)

Category	Subcategories	Explanation
Training Integral	1. Identity	a. Design a comprehensive training approach that is tailored to the specific needs of the target groups of children and families.
	2. Assertive communication	b. Children develop their identity in relation to others.
	3. Social-emotional competencies	c. Children are active communicators of their ideas, feelings, and emotions; they express themselves, imagine, and represent their reality creatively.
	4. Conflict resolution	a. The children should pose questions that encourage action, hypothesizing, and conjecture.
Education Initial	1. Literature	b. Establish clear strategies to encourage the active participation of families throughout the process.
	2. Artistic expressions	c. Experiences based on literature, artistic expression, play and exploration of the environment as fundamental pillars.
	3. Play	
	4. Exploration of the environment	

Note: This categorization was developed based on the theoretical, legal, and epistemological foundations found.

Understanding the essence of these expressions, as

shown in the table above, contributes to the enhancement of children's development and learning in the design of a sociocultural identity that allows children to see themselves as independent subjects who, at the same time, are part of a family and culture [12]. As mentioned in the previous chapters, play, artistic expression, literature, and exploration of the environment are ways in which children interact with themselves, others, and the world.

In this way, they constitute experiences that children enjoy even without the intermediation of their peers and accompanying adults, since they are natural to human beings, to their own ways of constructing knowledge, and of signifying the reality in which they live. Thus, they take on a relevant meaning in early education, as they allow the consolidation of pedagogical proposals that are much more coherent with the child's being, with his or her interests, concerns, rhythms, needs, proposals, and initiatives, thus giving identity to educational processes.

2. Methodology

The methodological foundation of the present study is based on the Systematic Review (SR) methodology proposed in [13], which is related to the focus of the Human Sciences, including three phases: "A global search process defined as the planning of the review, development of the review and publication of the results" Thus, the documentary analysis technique, according to [14], consists of reviewing bibliographic references to obtain a clear idea of the conceptual variable. In this sense, the research team used this technique to collect solid information to characterize the principles of initial education. Using this technique, researchers can explore different sources and identify the causes of problems or phenomenologies [15].

For this purpose, access is gained to repositories, physical and virtual libraries, press records, laws, regulations, sentences, minutes of meetings, newspapers, institutional educational projects (PEI), grades, and photographic and audiovisual archives [16]. In the specific case of this study, it focuses on the sufficiency, quality and originality of bibliographic productions associated with the field of early childhood education and the development of communication skills from a sociocultural perspective.

3. Literature Review

The results that emerge after the hermeneutic and interpretative analysis of the reviewed documents are concentrated in the first place toward a historical context in which we have the analysis of [17]. In this study, a survey was conducted with parents about their

deficiencies and low academic performance in children aged to 5-6 years. The objective of the survey was to improve and enhance the learning development of children aged five to six years. This resulted in a lack of stimulation and development in learning due to the lack of prior knowledge, which Vygotsky called a scaffolding that allowed students to adapt their learning from the construction of previous understandings [18]. Therefore, it is imperative to promote and demonstrate the value of adequate education at an early age so that the student's integral development is gradual and impeccable.

In the same scenario, the results obtained in [19] revealed the ingenuity and advantages of early stimulation in children throughout their early childhood in the private organization "Vidas Centro de la Familia." An early stimulation program (PET) was applied to an empirical set "GE" and a control set "GC" covering 50 children, each for six months [20]. The results presented in this study were analyzed using the Evaluation Scale of Memphis Plan (EPPM). The findings revealed that significant improvements in psychomotor development were achieved from 4 months onwards with early and convenient stimulation applied to the empirical "GE" set. A lower degree of improvement was also observed in the control group "GC" compared to "GE." This is a recommendation for the persistent and permanent application of stimulation in children.

Similarly, another study analyzed didactic tactics for the good development of the language of children of the Early Education Center of the Camilo Ponce Diocese of Los Ríos in 2012 [21]. A detailed and descriptive documentary survey was administered to 300 infants and 50 parents, teachers, and educators, and idealization was found to be an important part of the educational process of paddy fields. The parents emphasized the value of teachers who were prepared to provide their students with knowledge of excellence.

In this regard, [22] aimed to analyze the theoretical basis for the development of a guide for the development of logical-mathematical notions in children from four to five years of age, and to facilitate and provide positive techniques to stimulate participatory learning between teachers and students.

Qualitative methodology [23] was used in a population of 67 male students, with favorable results and acceptance of didactic guides to support and improve student learning. In addition, didactic guides can provide specific didactic tools in a class instead of being applied by all teachers in the classroom [24]. Therefore, the application of didactic guides to help and improve logical-mathematical concepts has proliferated.

Continuing with the international context, early stimulation was studied in [25] that aimed to diagnose

the degree of knowledge of timely stimulation activities by parents. A parent survey and student observation sheet were used to explore the ways in which encouragement and support are needed in the classroom to create teaching guides [26]. It was found that parents do not have the knowledge of strategies and methods to see the correct and timely stimulation of their children in matters such as language and reading, which is difficult for them, hindering the didactic guidance required to improve their children's motor and psychomotor skills [27].

In the national context, the focus of this research [28] was on measuring the development of communication levels in early childhood using a sample of 103 children in the transition grade. A systematic review and checklist was used to evaluate the data. Where it was seen that many students showed the ability to speak clearly, in addition to this verbal expression, their written graphic and body expressions were emphasized. In general, language is adequate for children to communicate and interact with their environment and with others.

Finally, educational action research was used as a methodology in this study with the objective of determining the extent to which pedagogical practices impact the integral processes of preschool children in organizations [29]. Pedagogical practices have a significant and positive impact on children's integral development because they directly impair and modify their processes. In addition, the benefits of implementing performance are continuous; therefore, the pedagogical process is added to timely planning, and there is a correlation between the student process and the idealization of initiatives. Therefore, it is important that the positive impacts undertaken are aligned not only with the curriculum but also with the knowledge and needs of students, given the magnitude of their early development advocated by educational psychologists such as Piaget.

It can be shown that historical studies based on scientific procedures in early childhood education are effective because they promote the first and true motivation to encourage the use of images for this purpose, involving parents in each of the images and to remember their thoughts and ideas about how to teach their children. Therefore, these findings provide profound epistemological support for this study. In this regard, these studies provide intense epistemological support for this study. Research antecedents related to scientific procedures in early grade education have been found in various universal, national, and local settings.

The desired learning style of preschoolers from the point of view of their mothers and teachers was identified in [30], considering changes such as gender,

mother's educational level, and educational environment in Al-Balqa Private School, Jordan. Another analysis was aimed at determining whether those students whose learning style was similar to the teacher's educational procedure learn better, or otherwise, whether the infant faces learning problems if his or her style does not match the educational procedure; therefore, the degree of learning will not be optimal [31]. Therefore, the aim was to understand whether learning can become more positive if the teacher's organization includes all the visual, auditory, or kinesthetic learning styles of the students. Their results demonstrated the relevance of family support.

Another antecedent of worldwide cutoffs is postulated in [32], which offers a theoretical edification related to the perspective of people with social character. Genetically given from childhood. However, teaching creates people who are in each culture. Therefore, instruction should be provided from early childhood with a metacognitive orientation exposed by what Mora defines as "neuroeducation." That is, education is based on the brain" [32]. It was also stated that "play is the disguise that characterizes learning. Early childhood is the age at which the brain absorbs and learns sensory and motor information that is used to execute certain neural circuits of the brain" [32]. This theoretical background provides important information for the present research, as it demonstrates the various effective pedagogical tactics for early instruction supported by games, art, literature, and environmental research.

At the national level, there is a postgraduate analysis [33], concluding that pedagogical practice in its daily exercise allows children to make decisions, have an idea, participate, and that is why the intervention team is interested in developing their sovereignty as the subject's capacity to reconfigure their reality according to their ideas and the ability to study and vote. The plan has a transcendental impact on the purpose of empowering neighbors to reduce segregation and seek greater levels of equality in the first years of life.

At the local level, an intervention initiative was created based on a scientific procedure [34], this research was framed in a quantitative approach with a quasi-experimental design involving equal teams (control and experiment). It is important to note that the results of this survey relate to the effectiveness of the survey in teaching children in early childhood, the points considered in the present survey, and supported by the results of the post-test, as the students of the empirical set improved significantly in terms of control through participation in the mediation program. This is a true test for educating socioculturally and educationally disadvantaged children in early childhood education.

It can be argued that this historical and investigative review is of great value in the design of methodology and theoretical frameworks based on the existence of quantitative methods for impact assessment and the scientific research method rate. Link between parents and educational process. Providing the opportunity to delve into the experiences, opinions, and perspectives of the participants contributes to a more complete understanding of the phenomenon under study. In this case, recognizing the daily lives of children and their families is an opportunity to promote the scientific method, based on reflections and practical exercises that are mobilized around the exploration of the environment. In this sense, these studies allow the construction of solid concepts based on these premises, which serves as an epistemological foundation for this research.

4. Results and Discussion

Understanding the meaning of early education and the concepts on which it is based. In the Colombian educational context, early education was introduced as part of the curriculum at the end of the 1990s [35]. In this context, “preschool education was born as a route that tends to associate early education with processes of preparation for school life and for entry into primary school” [6]. The theoretical bases are related to the basic concepts that serve as a foundation for the study, where epistemological trends in the field of initial education and the aspects that surround it give it meaning and shape are defined [36].

Based on the above, it can be observed that the attention of preschool children (4 to 6 years old) in the education sector dates back to a recent history. This shows a significant gap between primary education, which has existed for more than two centuries, and early education, which is only thirty years old. Thus, it is possible to highlight that this educational level has recent epistemological, curricular, and pedagogical foundations. This has led to problematic situations, such as the implementation of pedagogical strategies to ensure the educational quality of preschool children [37].

The Political Constitution of Colombia, created in 1991, legitimized education as an inalienable right for all children in Columbia. This makes it part of the formal public educational service, which was later regulated by Law 115 of 1994, the General Education Law in Colombia. It offers a transitional preschool level for five (5) year old students, which corresponds to the constitutional compulsory grade. The curriculum at the initial level is seen as a permanent construction project that integrates the objectives established by Article 16 of

Law 115 of 1994 to achieve continuity and articulation with the pedagogical processes and strategies of basic primary education; therefore, it must guarantee harmonious transitions in the educational process of students.

Consequently, this is achieved through curricular processes developed through the implementation of projects, such as corporal, cognitive, affective, communicative, ethical, esthetic, attitudinal, and evaporative [38]. In this sense, the proposed thematic cores seek to build a vision of childhood in which children are considered full subjects of rights, whose fundamental axis is the exercise of these rights and preschool education in accordance with these purposes. This is consolidated by valuing and paying attention to the learning rhythms and needs of the students’ context.

The accumulation of national educational policies related to the educational process in preschool or early education, initiated by the Political Constitution (1991) and the World Declaration on Education for All (1990), has created a public policy framework for early education and preschool in early childhood care as a governmental and central state policy. The Colombian Institute of Family Welfare (ICBF) proposed the use of guiding activities as four crucial axes to achieve the eight (8) dimensions of human development.

In the Colombian educational context, early education was included in the curriculum at the end of the 1980s. Preschool education is a route that tends to associate early education with processes of preparation for school life and entry into primary school’ [6]. Based on the above, it can be seen that the education sector’s attention to preschool children (4–6 years of age) dates back to recent times. This shows a significant gap between primary education, which has existed for more than two centuries, and early education, which is only thirty years old. Thus, it is possible to highlight that this educational level has recent epistemological, curricular, and pedagogical foundations. This has led to problematic situations, such as the implementation of pedagogical strategies to ensure the educational quality of preschool children.

However, there are shortcomings and weaknesses in the establishment of diagnoses and analyses that determine how the scientific method affects the integral development of transition children for the improvement of the quality of the educational process in Monteria and throughout the country. Considering that comprehensive development in the framework of early education means “Recognizing girls and boys in the exercise of their rights, knowing about their singularities, interests, tastes and needs, and attending to them through the activities that involve those interests in their particular moments

of development” [7]. In this order of ideas, problematic situations in preschool education generally demand the attention of directives and teachers.

Based on the above considerations, the problematic of early education implies recognizing the existence of a framework of elements linked to the development of children’s capacities, behaviors, social relationships, attitudes, and affective bonds, mainly [7]. In this way, following the didactic orientations of pedagogical work in early education and in line with the pedagogical guiding document for early education by the MEN [7] seeks to promote the following:

Peaceful coexistence; establish affective bonds; relate to the natural, social, and cultural environment; develop self-confidence; ask and ask themselves questions; inquire and formulate their own explanations about the world in which they live; solve everyday problems; appropriate and make healthy living habits their own; enrich their language; and build their identity in relation to their family, community, culture, territory, and country [7].

Thus, there is an urgent need for the pedagogical development of activities that contribute to the strengthening of the scientific, communicative, and citizenship competencies of students enrolled in early childhood education. These activities can be conducted in different areas such as games, art, literature, and environmental exploration [39]. Thus, early education is a process that encourages and supports learning to understand that social, cultural, physical, and natural interactions are permanent.

The above illustration synthesizes the problem posed by what can be promoted in the development and learning of preschool children through a curricular and pedagogical organization of research in the classroom that promotes, develops, monitors, and values play, art, literature, and the exploration of the environment. Understood as practical knowledge that guides decision making on organizing pedagogical practice, that is, the ways of approaching girls, boys, and their families. The following problem is presented for all the above problems: The national educational map proposes development and learning as a continuous process that is always present to students, which is why constant attention is necessary during this process.

Therefore, as stated in [40], the processes of development and learning in preschool education take neuroeducation as the focus of current school contexts, which is why educational reform has been promoted in terms of teacher training and educational practices. According to [32], this is understood as follows: “The teacher must know the value of emotion and curiosity within the classroom to awaken the interest and attention

of the licenses and extrapolate it outside the school environment. That is, it is an everyday life.” In this order of ideas, attentive listening and intentional observation of children’s natural activities allow the generation of environments and pedagogical experiences that encourage play, exploration of the environment, and artistic and literary expressions, in which children interact with their peers and adults, with objects and nature, and learn to coexist with other human beings.

This type of education, from the foundation of early education, contributes to building norms and relates to the natural, social, and cultural environments. Thus, the accumulation of evidence from a cognitive perspective is based on children’s mental processes and behaviors. In line with the above, it is possible to assert that learning and memorizing are basic processes for survival, both biological and social [41]. So is the learning to eat, drink, or sexuality itself. These processes are not different in their essence (neuronal mechanisms) from what is learned in class. All this recognizes that learning means living long and adapting to the world in which one lives [32].

This is how they become relevant in early education, as they allow the consolidation of pedagogical proposals much more coherent with the child’s being, with their interests, concerns, rhythms, needs, proposals, and initiatives, thus providing identity to the educational processes [39]. Therefore, it is necessary to adequately educate the subject considering the scope and surface of development and learning. In addition, they are not only part of the school or clearly not part of the educational environment but also influence it repeatedly throughout history [42].

The United Nations Educational, Scientific and Cultural Organization [43] emphasizes that “lifelong learning should be learning beyond the formal system, including and recognizing non-formal and non-formal modes of learning and providing each of these diverse learning opportunities throughout life.” In other words, learning occurs in any setting and environment—part of the society in which we are part—and learning is not monopolized by educational centers. Therefore, it is necessary for learning to be viewed as a possibility in any environment. In addition, it emphasizes the constancy of learning in human beings, as presented throughout history. Therefore, the following is the definition of each concept of the meaning of early education:

In the early stages, children are inclined to participate in fun and interactive activities because they are likely to attract interest and curiosity. Games in the initial stages of an individual are useful teaching tools. According to [44], “play as an instructional activity of

initial formation favors learning and exploration of the possibilities of the body and the world.” Through play, early childhood learning allows children to explore their abilities and learn while having fun.

Likewise, play offers several configurations and opportunities for educators and students to explore their environment in a dynamic and positive way, as the Ministry of National Education [45] points out.

Therefore, play is an essential element of human and external world relationships, including objects and spaces. In interesting and repetitive interactions with objects, children explore their physical abilities and the characteristics of the object. Playtime is a privileged moment to explore, create, imagine... Also, from a social point of view, play is a reflection of culture and society and can show the structure and evolution of a context.

Therefore, it is a means by which teachers can exploit children’s cognitive and physical abilities through the design of appropriate and intelligent teaching strategies. Early childhood art education involves more than just drawing and coloring. Art is a derivative of the natural human capacity to generate, innovate, and communicate through environmental resources. Although art exists among individuals, it presents itself in different ways. “Art is present in the life of each person and shared in different ways. It propitiates the representation of experience through symbols that can be verbal, corporal, sonorous, plastic, or visual, among others” [46]. Early education should encourage and take advantage of people’s creativity and develop skills that allow them to express themselves in their environment.

Overall, the interpretation and analysis of the educational intervention through activities based on the scientific method demonstrated the significant value of experimentation and exploration in early education, in which students not only acquired knowledge about scientific and artistic concepts but also developed key social and emotional skills, such as cooperation, communication with peers and family members, and reflection.

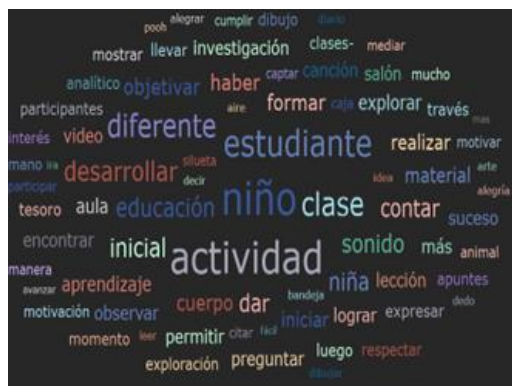


Figure 1. Integrating synthesis of records produced by key informants (Source: Own elaboration based on the computational analysis software Atlas. TI)

Indeed, these experiences not only met the objectives of the research project but also evidenced the importance of integrating play, creativity, and science in teaching for the integral development of children. This was confirmed when the key informants expressed narratives in their appreciation (Figure 1).

Based on Figure 1, it is necessary to state that the use of multisensory resources and the focus on active exploration can foster deep and meaningful learning in children. Teachers, parents, and caregivers recognize that the activities developed not only stimulate their cognitive and motor skills, but also allow them to express their emotions, collaborate with their peers, and connect their daily experiences with scientific, artistic, and emotional concepts, thus consolidating a comprehensive and transformative educational process in early education.

Literature in its original form encompasses books, poetry, and manuscripts. The literature implies that individuals can develop the ability to understand meanings, symbols, and stories. Literature in early childhood education endows individuals with meaning, providing the tools they use to communicate and interact with their environment and with other individuals. This allowed him to explain what was happening, read the context, and act accordingly. “Knowing that every human being is nourished by words and symbols and that he invents his story in that permanent conversation with the stories of others confers to language a fundamental role in the configuration of the human being” [47].

Consequently, because language is directly related to and connected to literature, it can be associated with different concepts such as art.

Integrated child development in early childhood education is fundamental to the balanced growth of children’s cognitive, motor, and socio-emotional skills. Numerous studies have shown that appropriate early intervention is crucial for comprehensive development, especially in the early years of life. Early childhood development significantly influences the life cycle and affects one’s abilities, skills, and future adaptation.

The quality of the environment and early stimulation are determinants of neuronal development and the formation of brain connections. Thus, adequate stimulation during the early years contributes to optimal brain development and to the reduction of gaps between children from different socioeconomic contexts. In addition, evidence suggests that children who participate

in early childhood development programs show better outcomes in cognitive, motor, and socioemotional skills, and are more likely to succeed academically and socially in the long term.

Table 2. Triangulation of the collected information (compiled by the authors)

Question	Answer	Observation
What are the elements that most motivate your student to learn and work hard in school?	<p>The congratulations from their parents and therefore the incentives they acquired for their effort, as well as the desire to reach a university.</p> <p>The joy of learning instilled through love, a welcoming environment and creative, dynamic and practical activities.</p> <p>The elements that cause the greatest motivation to learn are the positive recognition and encouragement that students who achieve their goals receive.</p>	<p>Student motivation is clearly influenced by positive recognition and external incentives, as well as by an educational environment that fosters learning enjoyment.</p> <p>In this case, it is appropriate for teachers to integrate strategies that recognize student effort and create an environment that values curiosity and personal interest. The importance of appropriate challenges and positive relationships with teachers is also highlighted as key to maintaining interest and effort in learning.</p>
What strategies do you use to foster the inclusion and appreciation of ethnic and cultural diversity while promoting respect and acceptance of individual differences?	<p>The Afro-Colombian day is celebrated here, where teachers and students dress up in unusual outfits and folkloric dances from different regions are presented.</p> <p>Allowing the free expression of all children and their differences, to share, value, understand and respect them.</p> <p>Group activities and spaces where students can interact freely and use their skills.</p> <p>As a strategy, civic and cultural events are used, as well as the promotion of constant values inside and outside the classroom.</p>	<p>Strategies to foster inclusion and appreciation of diversity are diverse and range from celebrating specific cultural events to integrating intercultural content into the curriculum.</p> <p>Group activities and collaborative projects are effective in promoting respect and empathy among students; these practices help create an educational environment that reflects and celebrates diversity, which is fundamental to developing an inclusive and respectful school community.</p>
How do you promote physical education and the adoption of healthy habits in children, including regular physical activity and balanced diets?	<p>Raising awareness among parents and students to eat better and exercise their bodies through sports activities, which are necessary to maintain good physical and mental health and better academic performance.</p> <p>Physical education promotes healthy habits in children by teaching them the importance of regular physical activity and offering various exercises to maintain interest. The program also integrates education about balanced nutrition and demonstrates how good nutrition and exercise improve physical and mental health. Teachers also model healthy behaviors and encourage routines that children can adopt in their daily lives.</p>	<p>The promotion of healthy habits through physical education includes continuous awareness and integration of healthy practices into students' daily lives.</p> <p>The aforementioned strategies range from education on the importance of physical activity and balanced nutrition to the implementation of playful activities that reinforce these habits.</p> <p>On the other hand, a preventive approach and the integration of these concepts into school routines are crucial for developing an understanding of and effective adoption of healthy habits.</p>
How do you foster curiosity, love of learning, and the ability to learn autonomously in children?	<p>Through the free reading of stories, puzzles, and simple experiments.</p> <p>Activities for children, centers of interest and projects that allow children to create their own learning.</p> <p>Create activities where the student is the one who directs the activity and I am only a guide.</p> <p>Small experiments according to age, guiding activities in which children execute them freely and without attachments.</p>	<p>To foster curiosity and autonomy in learning, an environment that values and encourages independent exploration and discovery is essential.</p> <p>Strategies such as simple experiments and project-based activities allow students to explore their interests and develop questions.</p> <p>Thus, providing opportunities for self-direction in learning helps develop critical thinking skills and autonomy, facilitating more meaningful and motivating learning.</p>

5. Conclusion

The findings in Table 2 highlight several fundamental aspects of motivation, inclusion, healthy habits, and fostering curiosity in the educational context. First, teachers and caregivers highlight that students' motivation is strengthened through positive recognition and incentives, such as congratulations, and personal goals, such as the desire to enter university. This aspect is consistent with the idea that an educational environment that values effort and offers appropriate challenges can increase student interest and academic performance. In addition, positive relationships with teachers and a variety of teaching methods are crucial for maintaining interest and motivation, thus indicating that teachers play a vital role in creating stimulating and encouraging learning environments.

In terms of inclusion and valuing ethnic and cultural diversity, the strategies employed include the celebration of cultural events, such as Afro-Colombian Day, the integration of intercultural content into the curriculum, and practices that promote an inclusive environment and enrich the educational experience by reflecting and celebrating cultural diversity. Teachers strongly favor group activities and collaborative projects, which allow students to interact and share their differences, in turn fostering respect and empathy.

Regarding the promotion of healthy habits, teachers emphasize continuous awareness of the importance of physical activity and a balanced diet; recreational activities and active breaks in the school routine help to maintain interest in healthy habits, while physical education and healthy eating campaigns reinforce these concepts; this preventive vision and the integration of healthy practices in the school routine are fundamental for students to develop an understanding and effective adoption of habits that contribute to their physical and mental well-being.

Finally, to foster curiosity and the ability to learn autonomously, teachers use strategies such as creative activities, centers of interest, and projects that allow students to direct their own learning. The promotion of exploration, reflection, and group work, along with opportunities to ask questions and seek answers, facilitate the development of critical thinking skills and autonomy. The results of the interviews revealed in the two banks of responses reflect a holistic approach to educational development, highlighting the importance of motivation, inclusion, healthy habits, and autonomy in learning. These educational practices are interrelated and contribute to creating an enriching and effective learning environment.

Declarations

Author Contributions

Conceptualization, H.M.H. and E.P.P.A.; methodology, E.P.P.A.; software, L.A.D.P.; validation, H.M.H.; investigation, H.M.H.; data curation, E.P.P.A.; visualization, L.A.D.P.; writing—original draft preparation, all authors contributed equally; writing—review and editing, H.M.H.; supervision, E.P.P.A. All authors have read and agreed to the published version of the manuscript.

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The authors declare no conflicts of interest regarding the publication of this manuscript. In addition, ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies, were completely observed by the authors.

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