

# Teaching resources to develop competencies in new TSDII students

Recursos didácticos para desarrollar competencias en los nuevos estudiantes de TSDII

Recursos didácticos para desenvolver as competências dos novos estudantes de TSDII

Ruth Verónica Rivera España\*  
Verónica del Rocío Quishpi Lucero\*\*  
Randy Alexis Santos Valarezo \*\*\*

## Abstract

In the Instituto Superior Tecnológico Simón Bolívar there is the career of Higher Technology in Integral Child Development in which a subject called Children's Literature and its didactics is developed, among others, tasks are assigned that require the student's creativity in which their social and cultural environment is evidenced, which are unpublished and that rest in the classroom platform, facing this situation we proceed to conduct an investigation on the didactic resources and how these tasks could be part of this resource, The result of this would be the verification of the originality of their productions, motivate students to be builders of education by generating resources as part of the educational process, and also the opportunity to develop a booklet of children's literature to strengthen the professional skills of students becoming a contribution to the subject and to the TSDII career.

**Keywords:** didactic resources, children's literature, competences, educational process

## Resumen

En el Instituto Superior Tecnológico Simón Bolívar se encuentra la carrera de Tecnología Superior en Desarrollo Infantil Integral en la cual se desarrolla una asignatura denominada Literatura Infantil y su didáctica, entre otros se asigna tareas que requieren de la creatividad del estudiante en la que se evidencie su entorno social y cultural las cuales son inéditas y que reposan en la plataforma del classroom, frente a esta situación se procede a realizar una investigación sobre los recursos didácticos y cómo esas tareas podrían ser parte de este recurso, para ello se aplica la técnica de la encuesta en la cual se

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\* Msc. Instituto Tecnológico Superior Simón Bolívar, [r\\_rivera@istsb.edu.ec](mailto:r_rivera@istsb.edu.ec)  
<https://orcid.org/0009-0009-4554-358X>

\* Msc. Instituto Tecnológico Superior Simón Bolívar, [v\\_quishpi@istsb.edu.ec](mailto:v_quishpi@istsb.edu.ec)  
<https://orcid.org/0000-0001-7780-0370>

\* Msc. Instituto Tecnológico Superior Simón Bolívar, [r\\_santos@istsb.edu.ec](mailto:r_santos@istsb.edu.ec)  
<https://orcid.org/0000-0003-0191-2389>

evidencia el interés de que sus producciones sean utilizados y convertidos en recursos didácticos, el resultado de esto sería la verificación de la originalidad de sus producciones, motivar a los estudiantes a ser constructores de la educación generando recursos como parte del proceso educativo, además la oportunidad de elaborar un cuadernillo de literatura infantil que permita fortalecer las competencias profesionales de los educandos convirtiéndose en un aporte a la asignatura y a la carrera TSDII.

**Palabras clave:** recursos didácticos, literatura Infantil, competencias proceso educativo

### **Resumo**

No Instituto Superior Tecnológico Simón Bolívar é a carreira de Tecnologia Superior em Desenvolvimento Integral da Criança em que se desenvolve uma disciplina chamada Literatura Infantil e sua didática, entre outras são atribuídas tarefas que exigem a criatividade do aluno em que seu ambiente social e cultural é evidenciado que são inéditos e que repousam sobre a plataforma da sala de aula, diante dessa situação procedemos a realizar uma investigação sobre os recursos didáticos e como essas tarefas poderiam fazer parte desse recurso, O resultado disso seria a verificação da originalidade de suas produções, motivar os alunos a serem construtores da educação gerando recursos como parte do processo educativo, e também a oportunidade de desenvolver uma cartilha de literatura infantil para fortalecer as habilidades profissionais dos alunos tornando-se uma contribuição para a disciplina e a carreira TSDII.

**Palavras-chave:** recursos didáticos, literatura infantil, competências do processo educativo.

### **INTRODUCTION**

The research focuses on the importance of using the tasks performed by students as an example of autonomous, unpublished, group and didactic work that academically generates learning strengths, creativity, relevant to their work, in addition to the emotional environment that generates among peers at the time of exposing each topic the fact of having constructive criticism to improve and/or correction if necessary, being all part of the construction of knowledge and optimizing their formative competencies.

This study focuses on developing not only a syllabus for the subject of children's literature and its didactics, but also on the value of the products generated by the students and the fact that these are left on

the platform as part of an academic process, it is necessary to compile these tasks as an example for the new students of the career.

The subject focuses on the development of linguistic, literary, didactic, pedagogical skills for the formation of professionals, from theory and practice, these learning spaces generate opportunities to create new strengths and competencies that are evaluated not only from a score or grade but from the cultural diversity of opinions, participation, plenary that clear doubts about concepts, ideas, interpretation and sometimes new vocabulary. From this fact, tasks were generated on the creation of stories, rhymes, tongue twisters, lullabies, poems, among others, these products should be compiled for use as a reference and why not as a product that can be offered to the educational community.

At present, the ISTSB does not have a repository on this topic that has been compiled as student work, so it remains as a process of further research for the development of a booklet of children's literature that can be used as it shares the cultural, social and academic contribution of each student. This can strengthen new knowledge and encourage new skills in the students being stimulating allowing to generate new connections between language and thought process that occurs continuously in the cerebral hemispheres every time they have stimuli from the context and cultural environment.

## **MATERIALS AND METHODS**

Children's literature has multiple benefits for children ages 2 to 4, as this early stage of development is critical to their cognitive, emotional and social growth point followed here are some ways in which children's literature can benefit children of this age: one. Language development: children's books bring in new words, grammatical structures and concepts, helping to enrich the child's vocabulary and improve their understanding of language. Listening to stories also allows them to improve their pronunciation and communication skills. 2. Cognitive stimulation.

Language development in children from 2 to 4 years of age is a crucial phase in their cognitive and communicative growth. This process is influenced by a variety of factors, including sociocultural environments and conditions of vulnerability. Here are some key aspects to consider: linguistic input (Ortiz, 2021) Children learn language from what they hear. In socioculturally rich environments, where there is frequent talk, exposure to a variety of words, and communication is encouraged, children have more opportunities to

acquire rich and accurate language. In vulnerable environments, where there is less linguistic stimulation, vocabulary and grammatical structure may be more limited.

For children from 2 to 4 years old, there are different types of didactic materials in language that can benefit their development. Some suggestions include: concepts

1. Picture books: Colorful, simple picture books are an excellent way to introduce new words and vocabulary to children. They can choose books with themes and characters that are familiar and appealing to them.

Vocabulary cards: cards with pictures and words can help children associate concepts with the corresponding words. You can find cards with different themes, such as animals, everyday objects, colors, shapes, etc.

3. Letter puzzles: puzzles that have pieces with letters of the alphabet are a fun way to familiarize children with the alphabet and the different letters. You can look for puzzles designed specifically for young children, with large, eye-catching pieces.

4. Songs and rhymes: Songs and nursery rhymes are a very effective tool for teaching vocabulary and improving pronunciation. You can find popular songs that include actions and gestures to make them even more entertaining.

5. Interactive apps and games: Today, there are numerous interactive apps and games designed specifically for language learning in young children. These apps often include interactive activities, songs and games that help develop language skills.

The most important thing is to adapt the materials to the interests and abilities of each child. In addition, it is essential to accompany the use of these with verbal interaction and adult stimulation to ensure meaningful and fun learning.

The development of linguistic competencies in student educators towards children from 2 to 4 years of age is addressed within the academic context through various strategies and approaches. Some of these are:

Theoretical knowledge: student educators receive theoretical training on early childhood language development. This enables them to understand the milestones and stages of language development in children from 2 to 4 years of age, as well as the best practices to promote their language acquisition.

Observation and practice: Students have the opportunity to observe and practice specific techniques and activities to stimulate language in young children. This may include observation of more

experienced educators, participation in hands-on classes or projects, and direct interactions with preschool-age children.

3. Design of playful activities: students learn to design playful and creative activities that promote language development in children. These activities are usually interactive, using games, songs, stories and didactic materials appropriate for their age.

Assessment and feedback: students also learn to assess children's language proficiency level and provide individualized feedback. This involves identifying strengths and areas for improvement, and adapting teaching strategies according to each child's needs and learning styles.

Curricular integration: the development of language skills is integrated into the general curriculum of preschool education. This implies that student educators learn to design and develop language activities that are related to other learning areas such as mathematics, science, art and music.

It is important to note that the primary focus in preschool education is play and social interaction. Therefore, student educators must be able to create a safe and stimulating environment where children have the opportunity to explore, communicate, and learn through language in a natural and meaningful way.

These children's narratives encourage the development of empathy and identification with the characters and situations, as children can put themselves in the protagonists' shoes and reflect on their feelings and actions. This promotes a greater understanding of human emotions and helps them develop social skills.

In addition, unpublished narratives can be a powerful tool for learning other areas of knowledge, such as science, history or geography. Children can learn about different concepts and phenomena through stories, which allows them to assimilate and retain information better.

In summary, the development of unpublished children's narratives is very relevant for the development of knowledge in children, since it gives them the opportunity to exercise cognitive and linguistic skills, fosters their creativity and imagination, promotes empathy and identification with others, and can be used as an educational tool for learning other areas of knowledge.

Aguado (2002) presents the basic work of child language studies, *El Desarrollo del lenguaje de 0 a 3 años*, where he provides a comprehensive view of child language, *Repasar las etapas pre lingüística y lingüística y el desarrollo de cada etapa Componentes lingüísticos (fonología, semántica y morfosintaxis)*. (Murillo, 2018)

The mother tongue, that is, the language of the home, has a determining influence on the acquisition of language in children, their culture and social environment are part of this development. The students in the TSDII program are from the rural and urban coast, each one brings a wealth of knowledge from their own environment that enriches the vocabulary of their classmates and is reflected in the assigned tasks when developing activities that require empirical knowledge that they receive from their grandparents, parents and/or relatives, making their products unpublished.

For Prieto (in Montesdeoca 2017) the image represents "A visual communication support that materializes a fragment of the universe" (p. 185).

The author mentions that the image represents reality or a part of it, but it is never reality itself, it simply symbolizes it, but includes it:

Purpose: because the relevant sector is presented in one way and not in another.

Construction, because it allows memorization, elements can be added through editing or editing that completely change the meaning of what was originally presented.

Expression, because it is possible to transmit information, emotions, all kinds of feelings through an image. It can be stated that no image is a copy of reality, there are always intentions, cuts, communications and expressions. (Moreira Ortiz, 2022). All this is a support or visual resource for children to express through language the main idea using the above and achieve the construction of thought.

According to Cerda (1998), "the word describe is traditionally defined as the act of representing, reproducing or depicting people, animals or things..."; and he adds: "The most characteristic, distinctive and particular aspects of these people, situations or things must be described, that is, those properties that make them recognizable to the eyes of others" ( p. 71).

Considering the different types of research in the sciences, it is necessary to understand that in particular the descriptive one complies with the process that is largely related to the general and specific objectives and with them the instruments such as observation and survey. (Bernal, 2010)

## **RESULTS**

The research is based on the importance of conceiving students' homework as a didactic resource for subsequent educational processes in the subject of children's literature. The specific

bibliography on the subject has been reviewed and there are few, almost none.

The children's literature assignments are available on the ISTSB classroom platform and would be a positive tool in subsequent promotions since they are creative and unprecedented, thus stimulating new students according to the opinions and results obtained in the survey. The students were motivated because their work could be used as a didactic resource for new classmates and be the basis for future research.

The results of the surveys are planned for a new research project that will compile the tasks carried out in a children's literature booklet and submit them to an anti-plagiarism review.

The research focuses on the study of didactic resources as a means for the acquisition of learning, the students' assignments were graded and these in turn are stored in the ISTSB classroom platform without having a new use, bibliographic research was conducted and the results were scarce, therefore the results obtained in the survey are presented, in which the students' enthusiasm is evident because their products are used and are put into practice as an example and/or changes if necessary, being a contribution to the subject and that the career can obtain an unprecedented product.

## **CONCLUSIONS**

In the compilation of the bibliography, there were no comprehensive results regarding the subject matter, and the definitions were investigated in order to develop the general objective of the research. The development of the survey was arduous since the students investigated are in other cycles and in some cases are already graduates, however, we worked in a generalized way with a sample of students of the TSDII career in the fulfillment of the specific objective.

The students surveyed agree with the compilation of assignments and that these are part of the didactic resource of the subject of children's literature in the TSDII course.

The research should continue in order to proceed with the elaboration of a children's literature booklet useful not only to students but also in the development of their profession.

The children's literature booklet must be subjected to an anti-plagiarism check to verify its originality.



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