

Early Stimulation in Learning Activation on Early Childhood

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Abstract---The purpose of this scientific research is to describe the importance of the early stimulation process in the activation of the learning of children in initial education; as well as highlighting the difficulties that exist, the methodological guidelines applied, the pedagogical resources used, the participation of parents/family and other variants related to the subject. To achieve these purposes it was necessary to apply a qualitative-quantitative study, guided by the inductive, deductive, descriptive, analytical-synthetic, statistical, descriptive and bibliographic methods to determine, verify and understand the processes involved in early education. The results achieved show that early stimulation is a timely training process, where children develop skills and begin the activation of learning, being feasible to apply strategies through a set of techniques, recreational activities and teaching resources that facilitate integral development Education is the responsibility of teachers and parents who must stimulate children in order to contribute to the construction of knowledge to enhance initial training, this being the main axis, which guarantees the development of the potential and intelligence of infants during the first years of life in interactive environments.

Keywords---early stimulation, learning, methodological orientations, pedagogical resources, skills.

I. INTRODUCTION

At present, initial education is basic in the development of infants around the world, since it is considered a right of children, in addition to the benefit it provides in cognitive, physical and socio-emotional development; through this type of training the early stimulation is originated that is essential to enhance the knowledge in the early stages where individuals develop dexterity and skills through the stimulation of the senses, and in turn, they base learning on firm bases, which gives them they will help in the formation as a person and in the development of a better way before the world around them.

The own practice, refers Gómez (2015), are attached to the early stimulation where act the senses, and the infants make discoveries, can have self-control, play and in many cases show their abilities through artistic expression; achieving with it, the purpose of developing intelligence while recognizing the influence of emotional bonds that allow the development of personality. Consecutive difficulties in the early stimulation process is the main problem that motivated the development of the scientific article, as it is a variable that is clearly related to the

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activation of children's learning because it gives them the opportunity to acquire knowledge through For the use of the senses, therefore, the following problem is formulated: How to improve early stimulation and activate the learning of children in early education?

The early stimulation is placed in the 60s when there are several general changes, governmental, scientific and training processes, the implementation of this type of intervention begins, which was called early stimulation. This type of stimulation is decisive during the first years of the human being, because at this stage the essential abilities of children in the areas of language, sensory, physical and psychological are developed, which is why it is recommended that it be worked from the 45 days of life falling the responsibility on the parents as primary entities in the attention of the children with the purpose that reach the optimal development (Barreno&Macías, 2015; Suraokaet *al.*, 2017; Billaiyaet *al.*, 2017).

Initial education involves sub-level 1, children from 0-3 years; sublevel 2 children 3-5; and the first year of basic general education of 5 - 6 years. At different levels, teachers must apply active methodological orientations, based on the constructivist pedagogical model, such as work-play and learning experience; accompanied by a process of diagnostic evaluation, process and final, with the support of techniques (interview, observation, and dialogue); making timely use of checklists, questionnaires and tokens). The main purpose of initial education is to provide the integral development of children in physical, intellectual, linguistic, emotional and social aspects, trying to complement the education they receive in the family and in the social context in which they live (Nista& Moreira, 2015). In order to achieve this purpose, early stimulation is applied effectively as a type of education. It is relevant to mention that the hypothesis of the present work is the early stimulation directly allows the activation of the learning of the children of initial education.

II. MATERIALS AND METHODS

The research is mixed in nature by combining qualitative and quantitative perspectives; qualitative because described, echaracteristics influencing the subject with the theoretical basis being accurate analysis of content extracted from various literature sources to support the results achieved; and quantitative, because statistical results are presented that allow the assessment of results and the presentation of conclusions. The survey for the collection of information is applied as an instrument, accompanied by the inductive-deductive method; inductive because contents that were analyzed from particular to general facts were analyzed, and deductive given that thematic from the general tothe particular were studied; the methods of analysis-synthesis, statistical, descriptive and bibliographic were also used; In addition, a narrative and summary study of the relevant theoretical foundations was carried out to build new knowledge about learning at an early age.

III. RESULTS AND DISCUSSION

The research was carried out in the Center of Initial Education "Agripina Murillo de Guillem", located in the city of Portoviejo, in order to describe the process of early stimulation in the activation of learning in children of initial education. To obtain the results, a questionnaire with closed questions was applied as an instrument, surveying

all teachers in the evening section to learn about the methodologies used, didactic resources used and other aspects to determine the difficulties and shortcomings that allow the problem to arise before mentioned.

Three aspects involved in this process were investigated in the students, in figure 1, it is observed the importance that teachers give to early stimulation in children in early education.

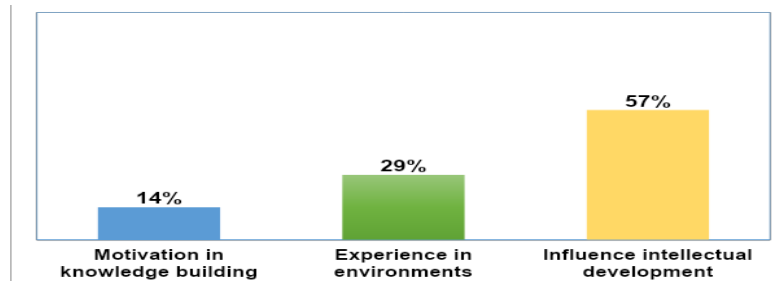


Figure 1. Importance of early stimulation

It can be established that the majority of teachers agree that early stimulation is important because it influences the intellectual development of infants, as well as the experience they acquire with their surroundings, the more enriching the greater the results can be obtained within of the environment where students develop.

Early stimulation is necessary because it is during the first years of life where the greatest growth of the brain occurs, approximately 50%, and also fundamental functions and abilities for the development of the human being begin to consolidate (Garza, 2014; Ali *et al.*, 2019; Haswadiet *al.*, 2018), this is how the relevance that it has in the effective activation of the learning of the children of initial education. At an international level, initial education has become a generalized trend where early stimulation is provided so that human beings from their first years of life develop skills and abilities in the educational process, achieving that through the range studied they seek to provide child development It can be mentioned that Friedrich Frobel was the founder of the kindergarten, establishing himself as the first educational training center; in those who are currently receiving children, from birth to 6 years with the aim of developing the cognitive, social, motor, emotional and emotional area.

The influence in the intellectual area was defended by Celso (2014), who states that early stimulation activates cognition, defined as the ability to learn and stimulate the development of thought, sharpen memory and perceive emotions. The contributions of early stimulation in the activation of learning in children were investigated, where all teachers express that it provides a high level of activation of learning in children. These results are supported by what was proposed by (Regidor, 2015; Gordaet *al.*, 2018; Widowatiet *al.*, 2019), where it shows that early stimulation has a high level of importance in the activation of learning, this being a pedagogical method based on scientific theories and studies of neurologists, where certain stimuli favor learning and capacity building in the infant.

It is feasible to ensure that early stimulation has a main basis in the relationship between central nervous system maturation and acquired learning, therefore, take advantage of the first moments that maturation grants to enable the acquisition of learning, having an accelerating effect to open up new fields of knowledge (Bravo & Pons, 2014; Peniro&Cyntas, 2019; Suryasa, 2019), showing that this type of stimulation has a particular impact and contribution in the activation of various types of learning. It is relevant to state that, learning is that process derived

from the set of skills and abilities that are potentialized during educational training; therefore, they stand out as learning styles that children can develop with early, visual, tactile, auditory and kinesthetic stimulation. In Figure 2, a graphic organizer is observed where you can appreciate these learning styles.

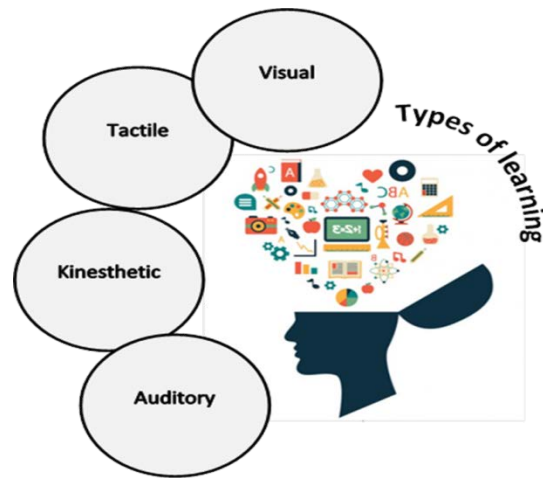


Figure 2. The graphic organizer of learning styles.

One of the learning styles developed with early stimulation is visual, which is why the idea that visual students learn through eye contact with the educational material is defended; They think in images, being able to bring to mind the inquiry, having the facility to quickly acquire a large amount of information (Navarro, 2008; Ariniet *al.*, 2019; Gileret *al.*, 2019), this learning is stimulated by the teacher in children when presenting educational issues with the use of materials such as posters, sheets, pictograms, graphics, videos through the support of television, computer or other technological means; In general, the infant learns what he observes carefully.

In this case, the activities of sensor perceptive stimulation can enhance the development of visual learning, before this, the teacher must motivate children to observe posters with graphs, individual or sequential drawings; as well as educators can encourage students to watch television programs, videos on the computer including silent movies and slides; and at the end of the activity apply an evaluation, to establish the percentage of children who really acquired significant knowledge through these educational actions, so that the teacher will discover and stimulate the different ways of learning of the child. According to Navarro (2008), auditory students learn by listening to educational material; thinking and remembering in a sequential and orderly manner, so they prefer oral contents and assimilate them better when they can explain them to another person, this learning can be developed in infants who receive exhibition classes, where the teacher guides on some educational area; It is necessary to mention that there are children who often remember what they hear more than what they observe.

It is important to state that teachers can motivate children to develop different learning styles, the use of audio players being necessary, which gives children the opportunity to distinguish different sounds and can even tell stories, or simply the voice of teachers; In general, children learn what they hear. The development of this learning will be achieved when educators carry out activities such as reading, dramatizations and exhibitions together with the children; as well as motivating the student to listen to musical melodies especially children and classical; they

are also encouraged to hear story narratives in electronic media or verbally by educators. In addition, learning brings together cognitive, emotional and environmental influences and experiences to acquire values, improve knowledge, develop skills and make worldview changes (Sáez, 2018). In Figure 3, you can see the ways in which the early estimation could be improved by applying strategies that stimulate this process.

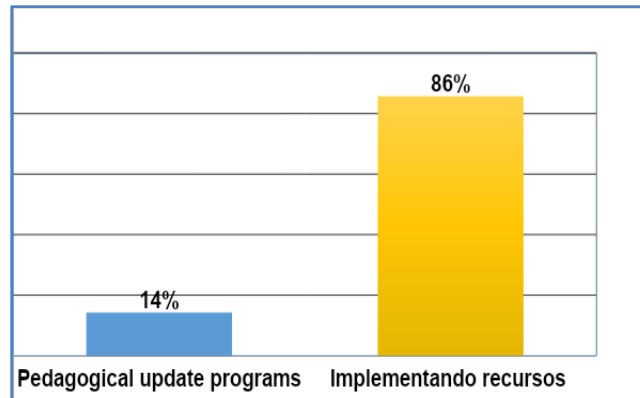


Figure 3. Strategies for the improvement of early stimulation

It was possible to verify that the implementation of resources according to the criteria of the majority of educators should be accepted as a strategy for the improvement of early stimulation, while a minimum of teachers consider that the pedagogical update programs would be adequate. It is necessary to state that, the use of effective and flexible strategies, helps children to understand, reason, acquire experiences, develop the cognitive aspect and solve problems (Carmiol, Cruz, & Molina, 2014; Adhi *et al.*, 2018; Tjiang & Sidiartha, 2018). Although the teachers to whom the survey was applied did not give importance to the educational ideas of other countries as a strategy for the improvement of early stimulation, it is good to mention that experiences of this type can contribute and be viable for improving the early stimulation in some environments.

It is important to note that the most suitable proposal for the process of improvement of early stimulation would be the adoption of educational ideas from other countries, and also motivate teachers to constantly update the level of pedagogical knowledge, and have the opportunity to apply new forms of teaching, based on activities that facilitate the stimulation of the senses in children and thus achieve the development of various types of learning. Research conducted by Cedeño & Vásquez (2014), for several decades in countries such as Australia, Canada, the United States and Sweden, early stimulation, especially sensory, is based on work in stimulating environments where infants have the freedom to explore, discover and enjoy various sensory experiences stimulated through the senses and achieving better results.

It is relevant to indicate that the types of methodological guidance applied for the activation of learning in the initial children were also investigated, the work-game could be identified, occupying the first place in the results, is the type of methodology applied by all teachers for the development of knowledge in infants. Regarding methodological orientations, it is defended that learning through early stimulation is activated with the execution of games, applying techniques and activities, with the use of teaching materials, as well as other pedagogical resources (Esteves *et al.*, 2018). With the passing of time, the theoretical orientations of early stimulation have

evolved, keeping in mind the theory of ecological systems based on interactions and accommodations of the child to the environment in which it develops; and by the transactional model that is based on the social response capacity of the environment and the interactive nature of the child-environment exchange.

It is also based on research conducted by Holguinet *al.*(2012) in 12 early education institutions in Mexico City, stories, poetry, songs, puppets, rounds, image reading, drawings and the MP3 CD, are teaching materials used by teachers of eleven (11) equivalent to 91%, with this, it is evident that although traditional pedagogy is still reflected, it is complemented by the new conceptual and constructivist pedagogical approaches as evidenced previously. In Ecuador, the initial training curriculum is endorsed in the Constitution of the Republic which states that the right to education, taking into account personal, social and cultural diversity, identifies with sequential criteria, the basic learning at this educational level, articulated With the first degree of basic education, it contains methodological orientations and qualitative evaluation (Ministry of Education, 2019), it is also characterized by having three axes of development for children from 0 to 6 years of age, these being personal and social; discovery of the natural and cultural environment; and expression and communication.

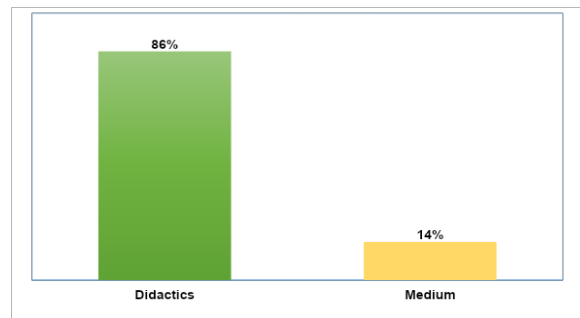


Figure 4. Pedagogical resources for early stimulation and learning

In Figure 4, it can be shown that most teachers make use of didactic resources during the process of early stimulation and the activation of learning; and it is also visualized that a minimum percentage of educators expose that they use environmental materials. In particular, at the initial level to achieve an early stimulation of quality, permanent use is made of pedagogical resources that are transcendental, because they are consolidated as a set of tools that contribute to the strengthening of all areas of children's integral development and girls, therefore, must be suitable in work corners inside and outside the classroom.

To captivate the child's attention sensory aids are important, because thanks to this, the infant has the opportunity to directly manipulate materials that allow him to build learning, enhance attention and concentration in the early stimulation, therefore, resources Pedagogical are fundamental for the exercise of reasoning in all its forms, favoring the education of its intelligence, thus acquiring new knowledge (Valverde, 2019; Marafad&Niampe, 2018). When the teacher makes use of pedagogical resources, he turns the educational process into a pleasant environment, in which the transmission of knowledge becomes interactive; similarly, when children manipulate them, they can develop skills and abilities that favor the activation of learning.

Pedagogical resources are main elements in the planning of activities in initial education, together with the organization of space and time; therefore, it is important to know how to select and classify the different materials

that are in continuous contact with students to encourage and adapt to the rapid cognitive transformations that occur in children at these ages (Moreno, 2015). The child, through the manipulation of various pedagogical resources, especially teaching materials, manages to be interested in participating in the training process; therefore, it is necessary to plan activities in which children can maintain direct contact with materials with different characteristics, colors and shapes. The pedagogical resources can be acquired already manufactured or they can be elaborated with resources of the means.

Children need mediators to help them integrate knowledge, that is why educational materials for initial education are the best resource to consolidate their learning because they materialize knowledge, helping them to exercise the skills they already had and acquire new ones (Esteves, Garcés, Toala, & Poveda, 2018). When recreational teaching materials are not available in educational environments, it is the work of the educational community to prepare them with the use of environmental resources and any type of recycling elements such as bottles, balls, ice cream sticks, boxes, packaging lids, with These objects can be designed models, posters, educational games, among others; These materials can be prepared in conjunction with legal representatives; of the variety of designs depending on the creativity that each teacher possesses. Among the pedagogical resources are also the technological ones (computers, projectors, televisions, DVDs, music players), teaching materials (dominoes, puzzles, letter and number cubes, musical instruments (guitars, maracas, drum, tambourines) used to perform rhythmic activities that motivate children's recreation, hopscotch, *ulas*, ropes, legos, among others).

In the event that the educational institution does not have pedagogical resources, they can plan activities and together with the parents proceed to prepare them with the use of recycled materials such as boxes of various sizes, covers, containers, ropes, jars, wood, cloth, wires, skewers, stones, seeds; and others (*fomix*, scissors, tape, rubber, paint, brush, chalk).The development of teaching materials with environmental resources by the educational community is a viable alternative that contributes directly to the application of early quality stimulation, and therefore, in strengthening the integral development of children, because teachers will have useful pedagogical tools in the development of recreational activities.It is necessary to state through Figure 5, that parents can be actively involved in the process of developing teaching resources with environmental materials, so they can contribute effectively to the educational training of their children, and contribute to the implementation of pedagogical tools that are fundamental in early stimulation.

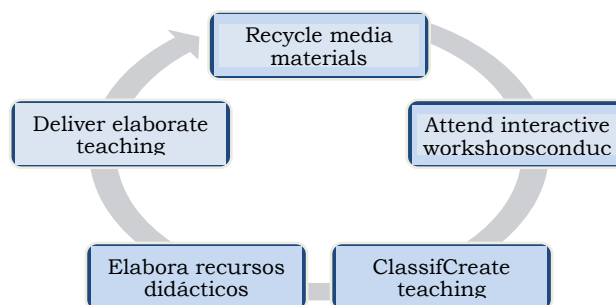


Figure 5. Collaboration process of parents in the development of teaching resources.

It is synthesized that the role played by both the school and the family, placing between them, the child, the subject of education, is key and definitive for the dynamic development of a complete education of high human and cultural quality (Cano & Casado, 2015). On the other hand, in Figure 6, it can be seen that early education teachers perform sensory stimulation more regularly in order to activate learning; In addition, there are also professors who use visual, auditory and motor stimulation.

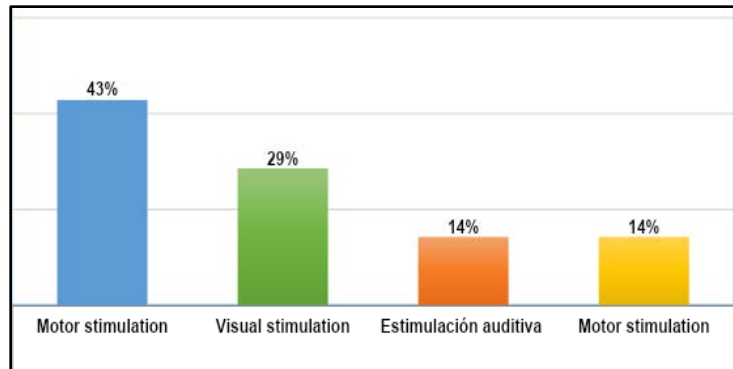


Figure 6. Types of early stimulation to activate learning

In the first years of life, children through sensory stimulation positively create meaningful learning, because of the sensation that comes with the task of receiving information from outside through the senses; On the other hand, perception assumes the role of leading it to the brain, in order to activate it, process it and elaborate responses (Agudelo *et al.*, 2017). In this way, it is supported that sensory stimulation is an effective alternative when the activation of learning is achieved in children is treated and this is achieved during the first years of life, for this to be effective educators must employ strategies that allow them to be actively motivated and integrated into the initial training process.

In the study carried out, it was found that most of the teachers surveyed have not made any proposal regarding the use of relevant strategies that help achieve achievements in terms of the activation of learning through early stimulation; but if there is a minority that they claim to have executed innovative games and activities themselves that have been created by them in order to improve the quality of integral education of children in the early stages. Teachers who work with children of two or three years, emphasize the development of intelligence and problem solving, as well as the development of fine motor skills, since children at this age begin to paint, trim, dress alone, etc. The development of these skills considered benefits offered the stimulation, they mention that children learn faster, to develop more intelligence, skills and abilities (Garcia & Sánchez, 2015).

Figure 7, according to the perspective of most teachers can determine that the unfavorable educational environments are the causes that generate difficulties in the process of applying early stimulation that have an influence on the activation of the learning of infants. There are also teachers who with a minimum percentage that ensure that they are causing the problem is the lack of teaching creativity.

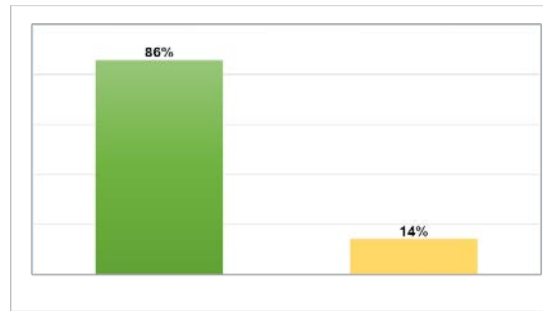


Figure 7. Difficulties in early stimulation

Children should develop in a pleasant environment full of stimuli, otherwise learning will be limited. If the educators and the family are not the ones who give the child the chance to immerse themselves in a new world, nobody else will give it to them (Esteves *et al.*, 2018). Also, it was possible to determine that the majority of teachers surveyed are aware of the importance of work corners for the development and activation of learning in initial education and that when properly worked they create meaningful and valid learning for the lifetime.

As expressed by Sangacha (2016), the work or learning corners are adequate spaces with recreational materials, constituted for children to carry out small groups and carry out activities based on the needs of the infants, and in turn create shared *interaprendizajes*, actions that are playful and spontaneous, and arise from their experiences as actors and the teacher as a guide to learning. In these areas, an early quality stimulation process is fostered where children have the opportunity to work and acquire learning through the activation of the senses with the use of pedagogical resources appropriate to the age of the infants and under the supervision of teacher orientation dynamics. Also when inquiring about the frequency of parental involvement in the early stimulation of children, it was found that only sometimes they get involved in this process, leaving all the responsibility to fall on the teacher.

The current perspective of early stimulation implies the need for collaboration between family and teachers because it is part of the educational community that are responsible for guiding the development/selection of educational programs that allow children to develop potential (Ibáñez *et al.*, 2014). It is possible to affirm that in initial education teachers and parents must work together to provide a quality educational process in environments where the development of innate abilities and skills is benefited, in this regard it is necessary to strengthen the level of knowledge of all the members of the educational community so that they possess appropriate professional competencies that allow offering a quality education to the little ones. Therefore, it is established that, through early stimulation, children optimize physical, emotional, cognitive and social conditions, raising school performance, and evaluation results at all educational stages, holding parents accountable for the family as a fundamental entity in integral education and active participation in society (Barreno & Macías, 2015).

An early quality stimulation process gives children the opportunity to acquire meaningful and functional learning that enhances capacity development, therefore, joint work between parents is essential to achieve the objectives that it fosters. Early childhood education in the current century. It is relevant that the attention given to children in educational institutions is similar to that received in homes, as long as it is not harmful, trying to

maintain balanced continuity and harmony to manage parenting and education in a coordinated manner. Thus, it is necessary to talk with fathers and mothers about the way they use to reassure their son or daughter, as well as the way they show affection and establish routines. The teaching staff has the obligation to inform parents with the discretion of any behavior that the infant presents, to draw a line of intervention by mutual agreement (Ramírez *et al.*, 2014). The family and the initial training centers/schools are the primary agents of education, therefore, they must work together to provide an early stimulation of quality, assuming a formative and integrative task, in order to achieve an action Quality education, egalitarian and equitable.

IV. CONCLUSION

Early stimulation directly allows the activation of learning in children during the first years of life, therefore, it must be applied effectively by teachers with the permanent collaboration of fathers and mothers because they integrate the educational community being fundamental actors in the integral formation of the infants. In the process of early stimulation the use of pedagogical resources, especially didactic materials, is essential to stimulate the senses in children because it is demonstrated that through the quality of stimuli they receive they learn significantly; as well as tools that allow the application of methodological orientations such as games and work corners allowing the activation of learning. The family is consolidated as the main axis before the integral development of the children, therefore, it must participate actively in the process of learning of the infants, having to be integrated in the execution of educational activities, collaborate with the formative requirements and above all, to ensure that rights in early education are fulfilled; Thus, the involvement of fathers and mothers must be permanent and systematic in the training of their children.

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