

# *Alternativa educativa para la preparación de promotores del programa Educa a tu hijo*

## *Educative alternative for training the Educa a tu hijo program promoters*

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**Resumen:** Se analizó la preparación de los promotores del programa Educa a tu hijo en la atención al lenguaje de niños de uno a dos años ya que constituye una problemática el carente dominio por parte de estos de concepciones, mecanismos y herramientas para desarrollar con éxito dicha tarea. Fue propósito de esta investigación la elaboración de una alternativa educativa que contribuya a superar estas insuficiencias.

**Palabras clave:** Estimulación del lenguaje; Programa Educa a tu Hijo; Promotores; Alternativa educativa

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**Abstract:** The training actions for promoters of the program Educa a tu Hijo were analyzed, taking into account the language of children from one to two years. A lack of mastery of conceptions, mechanisms and tools in trainers to successfully carry out the developing task constitutes a problem. The purpose of this research is to present an educational alternative that contributes to overcome the above mentioned problem.

**Keywords:** Language stimulation; Educa a tu Hijo Program; Promoters; Educational alternative

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### **Introduction**

At early age, specifically at 18 months, toddlers begins the sensitive period of language, so named because it is the moment of development of the child in which language finds the best conditions for its emergence and manifestation. Failure to promote its proper stimulation carries bad consequences, so, language in infants do not develop properly or is poorly developed, a situation that can have long term negative results, and in posterior ages little can be done or achieved in this sense. (Hurtado, 2001)

The professional experience acquired in working with the preschool components and the Educa a tu Hijo program by the authors of this work, allows determining the inadequacies that exist in the

preparation of the promoters of this program for the stimulation of the language of children from one to two years. These include:

- Education promoters, being specialists in pre-school education, have mastery of the general characteristics of the language of children of these ages, but do not fully master the techniques and routes for the preparation of families for their stimulation.
- On the other hand, even when promoters of non-educational organizations know the importance of language for the progress of children, they do not know how to stimulate their development, which limits them in training.
- In this way, research is a significant element to the search for ways to prepare the promoters of the program Educa a tu Hijo in the stimulation of the language of children from one to two years. To this end, this paper proposes the implementation of an educational alternative that integrates its preparation as an essential element to achieve a correct mastery of the language of the infants of these ages.

### **Development**

At the beginning of the 1990s in Cuba, important research was carried out, the results of which resulted in the social program of communal intervention Educa a tu Hijo, with the variant of care for children from zero to six years, and families in non-institutional conditions so as to stimulate the development of their children in household conditions.

Given that the agencies and organizations supporting the program Educa a tu Hijo function as promoters, the Preschool Education system must be in line with the integration and preparation of all agents involved in the education of children, from a differentiated training system, and permanent activities that must respond to their shortcomings and interests.

Based on this analysis, it was considered necessary to develop an educational alternative directed to the promoters of the program Educa a tu Hijo to train them scientifically and methodologically so that they can prepare the volunteer executors and the family for the stimulation to the development of the language of children from one to two years.

### **Educational alternative**

Basalo (2008) defines educational alternative as "a scientifically based methodological theoretical creation, in which a path or option of psycho-pedagogical and educational treatment by educators is conceived and structured, in order to favor the integral training of the student" (p.34 ).

This proposal was studied in the popular council Manuel Tames, and the content and the ways for its implementation will be produced by carrying out all the actions recommended in the educational alternative.

**General objective of the activities:** Prepare the promoters of the program Educa a tu Hijo to stimulate the language of children from one to two years.

**Ways of organization of the educational alternative**

Different actions are proposed to implement the educational alternative: workshops, participatory techniques, practical activities. These will be applied monthly and modifications can be made as many times as possible and necessary, taking into account the needs of each promoter. Other actions that can enhance their role in the orientation and preparation of the executors can be included in order to stimulate the language of children, to carry out the actions of sensitization of the families in their performance in the development of children towards a higher level, and the design of their preparation using different individual and group activities aimed at what actions to develop, for what purpose, how to develop them, what materials are to be used, and how to evaluate results.

The activities are not only theoretical, they also have an endorsement in the pedagogical practice with the aspiration of a change in the mode of action of promoters and executors, and consequently better results in the work.

**Proposal of actions**

Workshops:

**1- Topic-** How is the child one to two years old?

Objective: to deepen the characteristics of children from one to two years.

Responsible: Pre-School Methodologist- INDER

Participants: promoters of agencies and organizations.

Location: rehabilitation room.

**2- Topic-** What are the characteristics of language development of children from one to two years?

Objective: to assess the stages and characteristics of language development.

Responsible: Methodologists of preschool.

Participants: promoters of agencies and organizations.

Place: video room of the popular council.

**3- Topic-** The phonetic-motor structures and the phonemic ear in the development of language.

Objective: to characterize the phonatory - motor structures of children aged one to two years and their contribution to language development.

Responsible: speech specialist

Participants: promoters

Location: rehabilitation room.

**4- Topic-** Who is responsible for stimulating the language of children, mom or dad?

Objective: to ponder on the role of the family in the stimulation of children's language.

Responsible: Pre-school teacher

Participants: promoters of agencies and organizations.

Place: the House of Orientation to the woman and the family of the Federation of Cuban Women.

**5-Topic-** What activities do you do to stimulate the language development of children from one to two years?

Objective: to evaluate the activities that can be developed in the home to stimulate children's language based on the possibilities and conditions they have, as well as the use of all the moments.

Responsible: Pre-school teacher

Participants: promoters.

Place: video room of the popular council.

### **Participatory Community Work Techniques**

**1-** Technique: description.

Theme: characteristics of the language of children from one to two years.

Objective: to identify the characteristics of children's language based on their manifestations.

Responsible: Pre-school teacher

Participants: promoters.

Place: non-formal group meeting place.

**2-** Technique: dramatization.

Theme: role of the family in the stimulation of language development.

Objective: to reflect on the role of family members in the stimulation of children's language.

Responsible: Representatives of the Committees for the Defense of the Revolution.

Participants: promoters.

Place: House of orientation to the woman and the family.

**3-** Technique: compendium of ideas.

Theme: activities to stimulate the language development of children from one to two years.

Objective: to demonstrate activities that can be done to stimulate the language of children.

Responsible: Pre-school teacher

Participants: promoters.

Place: house of one of the families.

Cooperative demonstrative activities for promoters on how to systematically use the criteria that determine quality, as well as actions to stimulate children's language development.

Responsible: Methodologist of preschool teaching.

Participants: promoters of agencies and organizations, executors, families, children.

Place: Areas of the House of culture of the municipality.

### **Methodological guidelines for the application of the actions of the educational alternative**

All the activities have been developed in order to enhance the quality of the preparation of the promoters of the program *Educa a tu Hijo*, taking into account their real potentialities and needs, mainly in the scientific, didactic and methodological order.

In the case of promoters who do not come from education, the training will be used in the meetings of the coordinating group of the popular council on the second Tuesday of each month, and visits to the communities.

It will be possible to verify how the promoters incorporate in their mode of action the knowledge acquired in the activities that they carry out as educational agents in the popular council.

To develop the workshop *How is the child from one to two years?* It is suggested to start with a conversation about the conception and development of the fetus, sound stimuli that it receives during pregnancy and the first manifestations of communication at birth. Then trainers should proceed to characterize the child from one to two years taking into account the communicative, affective, intellectual spheres, the development of movements, and the formation of habits. Each participant will be given a card with the above information to socialize ideas and experiences about it.

To address the workshop *What are the characteristics of language development of children from one to two years?* for the participants gathered at the video room of the popular council, the methodological assessor in charge of the activity will lead them to the questions:

- How do children one to two years talk?
- What words do they use?
- Do they only communicate with words?
- Do they understand what they are asked even if they cannot say the words?

The specific characteristics of the language development of children of this age, the stages through which it occurs, the sensitive period of language, and the achievements it reaches are then referred to. Finally, the discussion of the topic among the participants is promoted based on the knowledge acquired.

For the workshop *The phonatory - motor structures and phonemic hearing in the development of language*, two situations are selected for evaluation:

- Luisito cannot still say the word door, however, I ask him to close the door and he immediately goes and makes the attempt to close it; I ask him to repeat the word kite and although he makes a great effort he cannot say it, but if I tell him to show me the kite, he runs to bring it to me.

The debate is generated from the questions: why does this happen? What does the child's development have to do with it? Clarifications are made regarding the contribution of the development of phonatory-motor structures and phonemic hearing in the evolution of the language of children aged one to two years. Conclusions are drawn from the debate.

The workshop *Who is responsible for the stimulation of the language of children, mom or dad?* begins watching the documentary "A happy family", which presents a family in which each member participates in all activities, about home education of children. At the end of this video, we comment on the facts observed and their relation with the development of children's language. Then a piece of paper and a pencil are given to each participant to write down the members of their family and the responsibility they consider to be in stimulating the development of children's language. Then a debate on the above considerations is promoted and the bibliography is shown, where they can deepen their knowledge about the subject, at their disposal in the municipal library.

The workshop *What activities stimulate the development of children's language of one to two years?* begins with a fragment of the cartoon "Matojo goes to school", in which a grandmother often repeats an evil word to the granddaughter and then the girl repeats the same word her grandmother uses. At the end of the video, we reflect on the following questions: Is it okay to pamper the small child with diminutives? At what point can the child's language be stimulated? What materials can be used? Handouts are then given about the program *Educa a tu Hijo*, where some activities for language stimulation appear, and participants are asked to mention others.

The participation technique "Description" will allow verifying the knowledge acquired by the promoters with respect to the characteristics of the language of children from one to two years. Participants will be seated in a circle. They should be asked to think about the characteristics of children's language, how they speak, how many and what words they say, how do they say them, if they understand what they are told, if they follow orders; If you wish you can make annotations. After a few minutes each promoter is asked to describe the language of a child of one to two years. After listening to the opinions of each one, the group reflects on the coinciding elements and tries to arrive to conclusions about what are the characteristics of the language of these children. The necessary precisions about the issue should be made.

To work on the technique of participation "Dramatization", in order to verify the level of awareness that the family has in regard to the stimulation of children's language, a dramatization is prepared with the help of cultural promoters of the community, where it is represented a family with a child of one or two years of age, the interpersonal relationships that occur in it and the stimulation they make to the language of the child. At the end of the role play, the following questions are posed: who are the people who live in that household? How are their interpersonal relationships? How do they relate to the child? What activities do they do to stimulate language in the child? who does it? The group is then asked to reflect on the responsibility of all members of the family in stimulating the child's language.

The technique of participation "Compendium of ideas", where the mastery of different activities to stimulate children's language development by the promoters is verified, begins by placing a background poster reading: The family should stimulate the language of children from the presentation and use of their own language, in their verbal interrelationships, in different activities, processes and moments, spontaneously and creatively. After reading, each participant, will express his / her considerations in this regard, emphasizing the activities he / she perform at EduSol

home to stimulate children's language. The methodological guide in charge of the activity will make precisions when necessary.

**Assessment:** Participatory techniques are evaluated using the positive, negative and interesting technique of the activity (P N I, in Spanish) which will allow the improvement of the following techniques to be implemented in practice.

The cooperative activities will be supervised at the time of group meeting, which will have a 45 minutes to an hour duration, for which guidelines will be prepared in advance for the volunteer executors in charge of developing the activities. The following are some examples of these activities:

### **Cooperative activity # 1**

Title: the chick.

Participants: from two to five families with their respective children.

Time allotted: up to seven minutes.

Materials: sheet with the representation of a chick.

**First moment:** the executor meets with the families and guides them, through a pleasant and simple conversation that in this encounter an activity will be made that will contribute to the development of the language of their child in saying simple phrases, and in understanding adult speech when following orders. In this activity we will work with the representation of the chick in a sheet. The promoters are told when to do their presentation: they must show the picture with the chick, ask what is it? how does it look?, can put the sheet in a place and ask where is the chick? If the child is 18-24 months he is given two orders: look for the chick and bring it. They can play to make the lips like a chick's beak when the corn stings. They end up singing the song "Los pollitos dicen". Special attention should be placed on the understanding by each family of what steps should be followed so that the activity succeed.

**Second moment:** the activities are agreed at first moment, each family develops them with their child. The executor gives differentiated attention to the family that needs it and assesses the fulfillment of the activities.

**Third moment:** the executor meets with the families to assess the development of the activity: what they found, how they felt, what achievement did they notice in children. He advises that at home they can produce other drawings similar to the work with the children, which should be simple; the shapes must be represented with all their parts and characteristics, without excess of



details and with a flat color background. It should be exemplified with simple, plain sheets. It is advisable to bring animal toys to the next meeting to be shown to children, preferably at home.

## **Cooperative activity # 2**

Title: Animals.

Participants: two to five families with their respective children.

Time allotted: up to seven minutes.

Materials: toys representing animals.

**First moment:** the executor meets with the families and guides them, through a pleasant and simple conversation, which will perform an activity that will contribute to the development of the child's language by saying simple sentences, and the understanding of adult speech. As well, parents will play games for strengthening the phonatory-motor structures. It demonstrates what will be their participation in the activity: children will be playing with toys that represent animals, which they can hide and when they find them, express with surprise: Look here! And to favor communication, ask the questions: what is it? How does it do? How is it like? Play with them to imitate animals, for example: drink milk as the cat, pant like the dog, snout like the pig, in correspondence with the animal they have. It insists on the understanding by each family of what are they supposed to do.

**Second moment:** the activities agreed at the first moment, each family with their child are to develop them. The executor provides differentiated attention to the families and specifies the fulfillment of the activities.

**Third moment:** the executor meets with the families to assess the development of the activity: what they found, how they felt, what the activities achieved in children. He advises that at home they should take advantage of the toys they have for stimulating the child's oral expression through simple questions, with clear, expressive language, and waiting for the child to respond. At this point it should be assigned to bring in for next encounter different toys that are motivating for children.

## **Conclusions**

The study of the theme demonstrates the need and importance of the preparation of the promoters to stimulate the language of children from one to two years who are cared by the parents and

volunteers of the program *Educa a tu Hijo*, and concretize actions directed to the achievement of communicative skills.

The diverse and flexible character of the proposal aims at solving communication problems in an appealing way and according to the quality of the management of the educational process.

Direct stakeholders consider the educational alternative as a further option for theoretical and didactic enrichment in the sensitive period of language development, and this paper confirms such statement.

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