

The development of the motricidad for the process of educational transition of preschool to school

El desarrollo de la motricidad para el proceso de transición educativa de preescolar a escolar

O desenvolvimento do motricidad para o processo de transição educacional de preescolar para escola

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Abstract

The objective of the research is related to continuous improvement activities in teacher preparation for the development of motor skills during the educational transition from preschool to first grade in the rural context. It is elaborated on the basis of the training needs present in the current scenarios; so that they can be in a position to acquire the optimal knowledge to educate children in preschool and primary childhood. The contributions on the development of motor skills in the educational transition from preschool to first grade in physical activities are incipient. It is necessary to work on the development of motor skills from teacher improvement, paying attention to the pedagogical and psychological characteristics of that age. Methods such as: analysis-synthesis, inductive-deductive, documentary analysis and modeling, observation, interview, survey, specialist criteria and statistical-mathematician were used. It is necessary to highlight the results related to a methodology for the improvement of rural education teachers, since it enhanced this performance in conducting the educational transition between these educational levels and the continuous integral development of children for their full school incorporation and life. usually. The impact generated positive changes in 85% of the teachers: superior in relation to the initial ones. At the same time, greater preparation was achieved to contribute to the development of motor skills in the educational transition process from preschool to first grade. Likewise, a significant development is observed about the importance of the adequate methodological treatment of these contents.

Keywords: Motricity, Teacher Preparation, Educational Transition, Preschool School, Primary School, Rural Education.

Resumen

El objetivo de la investigación está relacionado con actividades de superación continua en la preparación docente para el desarrollo de la motricidad durante la transición educativa de preescolar a primer grado en el contexto rural. Se elabora sobre la base de

las necesidades de formación presentes en los escenarios actuales; de modo que puedan estar en condiciones de adquirir los conocimientos óptimos para educar a los niños en la infancia preescolar y primaria. Los aportes sobre el desarrollo de la motricidad en la transición educativa de preescolar a primer grado en las actividades físicas resultan incipientes. Es necesario trabajar el desarrollo de la motricidad desde la superación docente, con atención a las características pedagógicas y psicológicas de esa edad. Se utilizaron métodos como: análisis-síntesis, inductivo-deductivo, análisis documental y modelación, la observación, la entrevista, encuesta, criterios de especialistas y estadístico-matemático. Es necesario destacar los resultados relacionados con una metodología para la superación de los maestros de la enseñanza rural, pues potenció ese desempeño en la conducción de la transición educativa entre estos niveles educativos y el continuo desarrollo integral de los niños para su plena incorporación escolar y vida en general. El impacto generó cambios positivos en el 85% de los docentes: superior en relación a los iniciales. A su vez se logró mayor preparación para contribuir al desarrollo de la motricidad en el proceso de transición educativa de preescolar a primer grado. Así mismo, se observa un significativo desarrollo acerca de la importancia del adecuado tratamiento metodológico a estos contenidos.

Palabras claves: Motricidad, Preparación Docente, Transición Educativa, Escolar Preescolar, Escolar Primario, Enseñanza Rural.

Resumo

O objetivo da pesquisa está relacionado às atividades de melhoria contínua na preparação de professores para o desenvolvimento de habilidades motoras durante a transição educacional da pré-escola para a primeira série no contexto rural. É elaborado com base nas necessidades de formação presentes nos cenários atuais; para que possam adquirir os conhecimentos ideais para educar as crianças na pré-escola e na primeira infância. As contribuições sobre o desenvolvimento de habilidades motoras na transição educacional da pré-escola para a primeira série em atividades físicas são incipientes. É preciso trabalhar o desenvolvimento das habilidades motoras a partir do aperfeiçoamento do professor, atentando para as características pedagógicas e psicológicas dessa idade. Foram utilizados métodos como: análise-síntese, indutivo-dedutivo, análise documental e modelação, observação, entrevista, inquérito, critérios especializados e estatístico-matemático. Es necesario destacar los resultados relacionados con una metodología para la superación de los maestros de la enseñanza rural, pues potenció ese desempeño en la conducción de la transición educativa entre estos niveles educativos y el continuo desarrollo integral de los niños para su plena incorporación escolar y vida em geral. O impacto gerou mudanças positivas em 85% dos professores: superiores em relação aos iniciais. Ao mesmo tempo, obteve-se maior preparo para contribuir com o desenvolvimento das habilidades motoras no processo de transição educacional da pré-escola para a primeira série. Da mesma forma, observa-se um avanço significativo sobre a importância do tratamento metodológico adequado desses conteúdos.

Palavras-chave: Motricidade, Preparação de Professores, Transição Educacional, Pré-Escola, Ensino Fundamental, Educação do Campo.

Introduction

Physical activities are part of a pedagogical process oriented to the morphological and functional improvement of the organism, to the formation and improvement of motor habits and skills of vital importance, including knowledge related to the development of motor skills. In this aspect, emphasis is placed on the formative educational nature of health that it has and the influence that it necessarily exerts on the development of

children during the educational transition process from preschool to school. This last term is used to define schoolchildren who attend the first grade of primary school.

Since the improvement of education, the theme of educational transition and continuity of development from preschool to first grade in the rural context is recurrent. The contribution of the development of motor skills in this process gains meaning, favoring from the improvement of the curriculum, that the children are in better conditions upon their arrival to school life.

There are many authors who, from the psychological and pedagogical point of view, have investigated the multifaceted development that the child has to achieve from the earliest ages, which will serve them for their future life.

In the area of Psychology and Pedagogy, for example, the investigations of Ponce (2014) and Parra (2020) can be cited. In essence, all significantly coincide with the classifications of the need for preparation that teachers have in their teaching activity, in relation to the development of motor skills. The studies by Escalona (2008), Fumero *et al.* (2017); Fumero *et al.* (2021) and Fumero *et al.* (2021) are directed towards the permanent training of teachers for the educational transition and continuity of development from preschool to first grade. However, data on the development of motor skills in the educational transition from preschool to first grade in physical activities are incipient.

It is based on the criteria that it is necessary to work on the development of motor skills with teachers from overcoming, to contribute to the educational transition of children from preschool to first grade, paying attention to the pedagogical and psychological characteristics of age.

The Cuban case

The improvement of teachers constitutes a state policy in Cuba since the very triumph of the Revolution. An important moment was in the year 1960, when the Ministry of Education created, through Ministerial Resolution 10349 of April 20, 1960, the Higher Education Institutes, later converted into Educational Improvement Institutes (ISE) and later into Institutes of Education. Educational Improvement (IPE). Among its fundamental functions, it was assigned to carry out courses, workshops, seminars and activities of a similar nature, aimed at the improvement and improvement of teaching, technical and administrative personnel in practice.

In this way, for the first time in Cuba, a system of improvement activities began to be developed on a massive and continuous basis for all the personnel that provided their services in the Ministry of Education. The success of the development of the educational transition process in the rural context to promote independent action in preschool children in different contexts, implies perfecting their orientation from primary school, in order to face their educational work, through of relationships that are established between the teachers of the preschool educational level with those of the primary educational level. The relationships that are established with families, the different educational agents and agencies that in the rural context help to promote the educational transition process successfully, must seek alternatives that allow them to consistently develop the diagnosis of preschool in different conditions: the pedagogical delivery, the preparation stage in the first grade.

Despite the multiple investigations produced in the country and in the territory of Santiago de Cuba related to the subject, their contributions are not directed towards what happens in the process of educational transition of children from preschool to first grade in the rural context. . Likewise, in the territory of Santiago de Cuba, specifically

in the Guamá municipality, there are theoretical deficiencies that affect the educational agents that interact in these spaces. These, work in function of perfecting the results obtained in the diagnosis of preschool and in the process of transition of children to first grade (aspect that complements the improvement of these teachers).

The present study was carried out; at the “Arquímedes Colina” primary school, located in the rural context of the Guamá municipality, Santiago de Cuba. It was raised as a **scientific problem**: Insufficient treatment to the development of motor skills from the physical activities of the educational process to achieve the educational transition from preschool to school.

Based on the study carried out, the improvement of teachers is guaranteed through a system of activities that responds to the needs demanded by social development and education in the rural context; aimed at both practicing teachers, as well as administrative structures, methodological advice, up to the emerging qualification of teachers.

Guidance is essential to help these teachers to interpret their reality and transform it into social practice. Starting from promoting learning processes, personal and social resources are activated in favor of guaranteeing that this process is developed with all the quality, based on the development of children's motor skills for the process of educational transition from preschool to first grade, in the rural context.

The **objective of the research** is the elaboration of a methodology for the improvement of preschool and first grade teachers of rural education that enhances their performance in conducting the development of motor skills, for the educational transition between these educational levels and the continuum. Comprehensive development of children in their full school incorporation and life in general.

The development of motor skills in the preschool stage and its consolidation in the first grade as part of the educational transition process, allows the child to obtain the necessary knowledge based on how he can make use of motor skills. To the extent that children appropriate knowledge, they develop these skills and learn to face and solve problems that arise in different ways. This allows to achieve a better development of their personality while it will encourage children to know and relate to the world around them.

This allows the teacher to work based on putting into practice and physical activities to be carried out for the development of motor skills.

The **social impact of the research** lies in the solution it offers to the declared problem, from a treatment to the development of motor skills through the methodology aimed at preparing preschool and first grade teachers for the process of educational transition, in achieving that children know the world around them and can give different solutions to the problems that arise. The application of the methodology in order to provide teachers with tools to contribute to the development of motor skills in physical activities for a quality educational transition process, will enable an active nature of participation and analysis that leads to the permanent search for new forms of work.

Sample and methodology

The investigation was developed with a population of 20 children of the fourth cycle. Of these, 10 preschool children from the Arquímedes Colina elementary school in Guamá and 4 teachers (among graduates, trainees and managers) were chosen as a sample. This represents 80% of the studied population belonging to this center. Of these selected teachers, 30% have 5 years of experience and 1 (10%) comes from the upper secondary level course.

The selected teachers respond to the areas that children present with the greatest difficulty in the preschool diagnosis, due to the sociocultural context in which they operate and has a negative impact on their development. These conditions affected the selection of teachers, the place and the time to develop the methodological improvement workshops, as well as the methods used in the treatment of the contents to be addressed from this proposal. The effectiveness of the methodology was verified through a case study, carried out in the months of July to December 2021.

Unfolded science, focused its attention on the direction of the educational process in physical activities for children in preschool childhood. How these activities prepare him to enter primary school from the point of view of motor development, served as the object of the investigation. Hence, the emphasis revolves around a methodological design that improves the quality of Physical activities, taking as an integrating axis, the improvement of the teacher for the development of motor skills at different moments of the educational process: from the methodological work to the process. educational transition from preschool to first grade.

An analysis of the theoretical elements, evaluated the development of the overcoming of rural teachers for the development of motor skills in the process of educational transition from preschool and the continuous integral development of children for their full school incorporation and life in general.

Theoretical methods were used for the investigative inquiry developed and the elaboration of the proposal. Among these were found:

- The analysis-synthesis. Employed in the study of the theoretical foundations of the teaching-learning process of motor skills and the particularities of the methodological preparation of preschool and first grade teachers; based on the critical analysis of updated bibliography and normative documents.
- The inductive-deductive method enabled the group of researchers to determine the essential and distinctive features of the methodological work for Physical Education teachers. Detecting the main incident limitations in the methodological preparation of teachers at this educational level.
- The modeling method allowed the formation of the movement games from the establishment of the logic between the proposed stages and their actions.

In the case of the empirical level: observation, interview, surveys, paragraph writing techniques, case study and data triangulation.

The applied instruments facilitated:

- Obtain information about the situation presented by preschool and first grade teachers in the subject investigated, from compiling information about the characterization of the problem.
- Identify the conditions for the implementation of the proposal in the development of motor skills, for the educational transition and in obtaining criteria of relevance, feasibility and viability of the methodology.
- Enrich the proposal based on the experience of the specialists and the coherence of the information.

The mathematical-statistical method allowed the use of the percentage calculation, to process the results of the information obtained in the applied diagnosis and the comparison between them.

The interviews carried out, allowed to determine the norms related to the professional trajectory reached by the teachers referring to the years of experience in the exercise of the profession, professional preparation needs and achievements in professional performance in relation to methodological work. From there, the following were determined as essential topics to be addressed:

- The quality of the educational process in motor activities, from the improvement of the curriculum in early childhood.
- Determination of the characteristics of children at different stages of development. Development of educational actions from the methodology.

Results

In order to guarantee attention from the point of view of differentiated professional improvement to teachers in the rural context, it is necessary to start from the study on the educational transition process and signify the quality of the educational process in motor activities.

Hence the following regularities:

- Multigrade teachers do not always give priority to first grade content, with emphasis on the skills to be developed in the preschool grade, covered by the Educate your Child program.
- Increase in the number of children in the Turquino Plan, with difficulties in the development of basic skills from preschool to first grade.
- Deficiencies in the professional performance of multigrade teachers, manifested in inadequate communication and a playful attitude to conduct the educational process.

- Methodological deficiencies in the improvement of teachers to conduct the process of educational transition from preschool to first grade.
- The work with families is insufficient to be inserted in the process of educational transition.
- Families lack preparation to actively accompany their children in the educational transition process.

The transition process for educational purposes, contains in its contextualization definitions and actions, determined and related to the continuity of the development of children seen from different angles. For this process to occur effectively, unity of ideas and actions must be achieved, which requires the necessary integration between all the educational influences they receive. For this reason, the educational system must be flexible and function as a set of interrelated elements from the permanent training of teachers. Then the professional performance is transformed with the conditions that they have in the rural context.

If it is an educational transition that guarantees the articulation from preschool to first grade, it is necessary to provide solutions to achieve a more consistent curriculum. Thus, a gradual process of change is fostered, with an intersectoral nature.

Benavides (2011); Peralta and Hernández (2021) in relation to the articulation process, state that it is essential to establish the necessary link between the preschool stage and the subsequent one, in order to avoid sudden changes. In this sense, a positive change must be appreciated in the educational transition process of preschool children, conjugated by a set of previous assumptions that lead to the execution of this process according to two large dimensions: an external one in which educational agents (educators, family, coordinating group, zonal directors, multigrade teachers, institution in the rural context) who see the process from the outside; and an internal dimension,

where the subject object of transition is present. In this case, the child of preschool childhood, due to the changes that occur in their physical and mental development and their manifestations in behavior.

The methodology is recognized as an instrument that allows transforming the problems linked to the improvement of teachers for the educational transition of children. In this sense, it is conceived as a system of actions, based on the potentialities of the context. It projects the possibilities that management and teachers have for the systematization of knowledge that favors a better understanding of this process. It is structured in:

- Fundamentals
- general objective and legal body
- functional structuring
- cognitive apparatus: concepts, categories and relationships, methodological requirements
- Instrumental apparatus: procedures, stages, control and evaluation parameters.

The objective of the methodology is to implement the study of the educational transition from preschool to first grade, based on its cognitive and instrumental apparatus, to contribute to the way of professional performance of these in various spheres of the profession.

The legal body of the methodology for the improvement of teachers in the transition from preschool to first grade, is based on article 75 of Resolution No. 2/2018 (Córdova, 2021); which legislates the study plan, the professional model and the object of the profession, about comprehensive educational care for early childhood. It is directed to the education and stimulation of the integral development and consequently, to the

orientation to the family, the community, the educational agents and agencies of the environment; as well as the spheres of action for which they are prepared:

- the plan of the teaching process
- the methodological indications and organization of the race
- the programs of the disciplines.

In each of them, the proposed procedures are implemented in a coherent and logical manner. Its development is based on the diagnosis of the teachers' improvement needs: It promotes participation and critical reflection. To address the process of educational transition from preschool to first grade, it is systematized in the stage to appropriate pedagogical tools. The instrumentation of the actions provides follow-up to the awareness and planning as preceding stages; therefore, the procedures of the pedagogical method are put into practice

The fundamentals start from:

- The philosophical point of view: Dialectical Materialist Philosophy, principles, laws and categories, theory of knowledge, transit.
- The sociological: dialectical materialism, social group, rural context.
- The psychological perspective: Historical-cultural theory, ZPD, education conducive to development, educational orientation.

Its objective is to implement the process of continuous and permanent improvement of rural preschool and first grade teachers, to enhance the educational transition based on the continuous comprehensive development of children who graduate from early childhood.

As part of the methodology, the functional structure was designed:

Apparatus-cognitive: concepts, categories and relationships, methodological requirements. Instrumental apparatus: procedures, stages, control and evaluation parameters, which are based on the particularities of the context that favor and hinder the improvement of teachers, depending on how teachers are oriented for self-management and search for knowledge from a professional point of view. That is, teach teachers to know how to do, know how to know, know how to live together and know how to learn.

Among the aspects that were addressed is the overcoming of group interactive space. It is carried out through techniques, methods and procedures for reflection and awareness, based on the experience and accumulated knowledge that favor the improvement of teachers for the educational transition process. The professional improvement workshops contribute to the improvement of school-family-community relations and involve the family in the education of children.

The rural context workshops are held biweekly, with the aim of offering guidance to teachers in the theoretical, methodological and practical order.

The topics to be covered in this course are:

Topic 1. Psycho-pedagogical foundations of children from preschool to first grade in the process of educational transition and the continuity of development of children from preschool to first grade.

Topic 2. The diagnosis of preschool in the process of educational transition and continuity of development of children from preschool to first grade in the rural context.

Topic 3. Pedagogical delivery and its impact on the educational transition process.

To evaluate the results of the case study, we started from the self-assessment made by the teachers under study. They all stated that the workshops provided them with knowledge, advice and valuable actions to develop, which served as work tools to promote independent action in children during the educational transition process. They recognized the value and importance of the topic related to the educational transition, the preschool diagnosis, the pedagogical delivery and the readiness stage.

After carrying out the self-assessment, the guidance agents evaluated the preparation of the teachers, based on the proposed dimensions and indicators. In 100% of the cases, the development of skills in children was promoted through aid. In order for them to play the roles and develop skills, they were offered levels of help.

The evaluation is organized according to the following aspects:

- Contribute to the improvement of teachers.
- Link theory and professional practice in spaces for professional reflection.
- Promote reflection in relation to the quality of the professional performance of teachers.

Objective: Evaluate the actions of the methodology for the process of educational transition from preschool and first grade in the rural context. To achieve the objective of this stage, the following actions must be carried out:

- Organization of the evaluation process based on the established indicators.
- Evaluation of the logical and organizational structuring in the actions for the educational transition and the continuity of development.
- Control and evaluation of the actions implemented in the pedagogical strategy.

The transformations achieved in the children caused changes in teachers, directors, educational agencies and agents, family members. It was evidenced in the significant changes with respect to the results achieved after the implementation of the actions of the methodology.

Respect for the family to the limits established by the children in the rural context was also evidenced. The achievements in social skills, the understanding of the need for social, affective, and communicative relationships in the school and rural community context; and the importance of their participation in political, cultural and sports activities.

The teachers under study regulated their professional performance according to the social norms of the rural context and collaborated with their peers. They understood the importance of the appropriate use of free time, with the ability to distribute their time in activities, play with friends and/or make toys.

They also had a leading role in other types of methodological activities developed in the rural context. From the understanding of the importance and necessity of work for their independent life, teachers participated and provided that children and families participate in work tasks at home and school, in the rural context.

The elements contextualize the educational transition from preschool to first grade, as an interactive space where different factors intervene and has a core value. In the results achieved by children in the educational transition process, the need they have to receive personological-contextualized attention is highlighted, according to their needs and potentialities.

Discussion

To define and characterize the educational transition, the contributions of national and foreign authors have been considered, including Gairín (2005); Castro et al. (2015);

Tarabini (2020); Padilla and Mayor (2022). They agree that education is a continuous multilateral process of formation and development of the human being, present in all moments of his life. The proposal made based on the development of movement games with creativity had an impact on the quality with which the educational process of Physical Education was developed with the children of the preschool grade. Among the distinctive elements, its guiding nature, creativity, differentiation stood out; as well as the collaborative and cooperative work, the action by the children in their subsequent performance and the effective elaboration of the teachers of other games and variants for their implementation. From these results it is possible to project for the development with quality of the activities, creative variants depending on the game of movement. In this, we work with a concept of creativity far from the psycho-pedagogical characteristics where the preschool child develops. However, it is unlikely to achieve the objectives set for this year of life. The authors state that the development of motor skills modifies the educational transition process of children from preschool to first grade. Hence, it can be considered a way of solving problems through the different knowledge acquired. It is considered important that preschool and first grade teachers keep all these criteria in mind, in order to do things differently in the development of the educational process. However, the objectivity of the educational process should always be considered, using the potential that learning offers today, to achieve cognitive independence in professional work. It was weighted in the subjects of the sample, the awareness about their role to be more creative in the improvement of physical abilities, to contribute to the development of movement games with more creativity. In the study, problems were detected in the first place, based on the creation of varied conditions for the development of movement games and the elaboration of variants. It constitutes a stimulus to achieve the objectives of the Physical Education activity. This meant a starting point to guarantee a quality educational process. This study constitutes only a

first approximation in a broad and unexplored field related to motor skills, while respecting the dimension of the educational process and its impact on its evaluation of children.

Conclusions

1. The theoretical studies carried out on motor skills for the educational transition from preschool to first grade and its relationship with other areas of development, allow us to determine its significance and importance for the comprehensive education of children in the fourth cycle.
2. The diagnosis of the current situation of the application of movement games and their variants, as a way for the development of creativity in children of the fourth cycle, allowed to detect the insufficiencies that exist to work the objective in this area of development.
3. The application of the methodology for preschool and first grade teachers, allowed a link with other areas of development and perfected the mastery of the contents of the subject area to develop motor skills.

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Declaración de Contribución

The authors declare that there is no conflict of interest

Contribución de Autoría

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