

## **Educación inicial a distancia: opinión de una especialista en el trabajo pedagógico con niños de 0 a 3 años**

*Initial distance education: opinion of a specialist in pedagogical work with children from 0 to 3 years old*

*Educação inicial a distância: opinião de especialista em trabalho pedagógico com crianças de 0 a 3 anos*

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### **Resumen**

El objetivo de la investigación fue analizar la configuración de educación inicial a distancia a partir de la opinión de una especialista en el trabajo académico con infantes de 0 a 3 años que actualmente tiene el cargo de directora en un Centro de Desarrollo Infantil (CENDI) de la ciudad de Puebla, México. Se aborda la problemática de la educación inicial desde la virtualidad, provocada por el aislamiento social recomendado por las autoridades de salubridad y educativas para prevenir contagios por el virus SARS-CoV-2, a partir de la pregunta de investigación ¿Cómo es configurada la educación inicial a distancia? El estudio es cualitativo con diseño narrativo, la técnica para la recolección de los datos fue la entrevista estructurada realizada de forma virtual. Para el análisis de los resultados se establecieron cinco categorías de análisis: 1) Modalidad a distancia, 2) Infantes del CAI, 3) Padres de familia, 4) Proceso enseñanza aprendizaje, 5) Agentes educativos y 6) Retorno seguro. Los resultados demuestran el valor y necesidad de la educación compartida entre profesores y padres de familia; también denotan que existirá un rezago en el desarrollo de los infantes, preferentemente en lenguaje y psicomotricidad, ante una educación a distancia compleja.

**Palabras clave:** educación inicial, educación a distancia, primera infancia y tecnologías de la información y la comunicación (TIC).

## Abstract

The objective of the research was to analyze the configuration of initial distance education from the opinion of a specialist in academic work with infants from 0 to 3 years old who currently holds the position of director at a Child Development Center (CENDI) in the city of Puebla, Mexico. The problem of initial education is addressed from virtuality, caused by the social isolation recommended by health and educational authorities to prevent infections by the SARS-CoV-2 virus, based on the research question: How is education configured? remote initial? The study is qualitative with a narrative design, the technique for data collection was the structured interview carried out virtually. For the analysis of the results, five analysis categories were established: 1) Distance modality, 2) CAI Infants, 3) Parents, 4) Teaching-learning process, 5) Educational agents and 6) Safe return. The results demonstrate the value and necessity of shared education between teachers and parents; They also denote that there will be a lag in the development of infants, preferably in language and psychomotor skills, in the face of complex distance education.

**Keywords:** initial education, distance education, early childhood and information and communication technologies (ICT).

## Resumo

O objetivo da pesquisa foi analisar a configuração da educação inicial a distância a partir da opinião de uma especialista em trabalho acadêmico com crianças de 0 a 3 anos que atualmente ocupa o cargo de diretora de um Centro de Desenvolvimento Infantil (CENDI) na cidade de Puebla, México. A problemática da educação inicial é abordada a partir da virtualidade, provocada pelo isolamento social recomendado pelas autoridades sanitárias e educacionais para prevenir infecções pelo vírus SARS-CoV-2, a partir da questão de pesquisa: Como se configura a educação inicial remota? O estudo é qualitativo com desenho narrativo, a técnica de coleta de dados foi a entrevista estruturada realizada virtualmente. Para a análise dos resultados foram estabelecidas cinco categorias de análise: 1) Modalidade a distância, 2) Bebês CAI, 3) Pais, 4) Processo de ensino-aprendizagem, 5) Agentes educativos e 6) Retorno seguro. Os resultados demonstram o valor e a necessidade da educação partilhada entre professores e pais; Denota-se também que haverá um atraso no desenvolvimento dos bebês, preferencialmente nas habilidades linguísticas e psicomotoras, diante da complexa educação a distância.

**Palavras-chave:** educação inicial, educação a distância, primeira infância e tecnologias de informação e comunicação (TIC).

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## Introduction

The coronavirus pandemic declared in the world on March 11, 2020 came to change the social rhythm to which we were accustomed. The recommendations of social isolation to prevent contagion by health authorities triggered a phenomenon that reached the educational system at all levels, inducing all actors in the educational center to adjust their habits, practices and performances. The school was installed in the home. All this caused a change in the dynamics, converting face-to-face teaching to virtual teaching.

Therefore, distance education at the early education level is a complex issue, since it involves analyzing the teaching-learning scenario with basic level students from 0 to 3 years old. Evidently, the participation of children occurs with the help of parents, in addition to the technological resources they have access to and the time they can dedicate to doing activities with their children from home.

Educational agents recognized as specialists in educational work with children from 0 to 3 years old, have found it necessary to modify their teaching practices with the early mastery of technological resources that they have had to master through trial and error. Improving their use as the days go by and with constant training.

Regarding the historical background of distance education, it is pertinent to recall the historical roots carried out by Rivera-Vargas, et al. (2017), broken down in the following paragraph:

In relation to the evolution of distance education, in Western Europe, Oceania and North America, it emerged in the industrial cities of the 19th century, in order to serve minorities who, for different reasons, could not attend ordinary schools. Its first organized proposal can be traced back to the 18th century, with an advertisement published in 1728 by the Boston Gazette, which referred to self-instructional material that could be sent to students, and that was accompanied by correspondence tutoring. (p. 4).

In this sense, according to Rivera-Vargas et al. (2017), already in 1840, Isaac Pitman organized in England a rudimentary attempt at correspondence education and three years later the *Phonographic Institute was formed. Correspondence Society* to correct shorthand

exercises. Less academic but successful was the attempt by Thomas Foster, who proposed to teach mining and occupational accident prevention through the Pennsylvania Mining Herald newspaper. From this initiative the International Correspondence Schools (ICS) of Scranton, Pennsylvania, were established.

Later, distance education was favored by the appearance of Information and Communication Technologies (ICT). On this subject, Rivera-Vargas et al. (2017) state that the incorporation of ICT in the educational field has been causing the teaching-learning processes to be transformed. Although some analysts, during the sixties and seventies, dismissed the use of computers for educational purposes, because they believed that they would follow the path of educational radio and television, among them Carnoy , (2004, as cited in Rivera-Vargas et al. 2017), the possibilities and characteristics of ICT, together with the increasing accessibility to them, has led some researchers to describe the current one as a “new paradigm”, the educational paradigm of the 21st century, whose training model is network learning ( Harasim et al., 2000, as cited in Rivera-Vargas et al. (2017).

Therefore, Rivera-Vargas et al. (2017) argue that *eLearning*, from now on online learning, is an educational modality that breaks into the framework of the current debate on educational models in the information society. At the same time, they emphasize that its emergence is understood as an evolution of traditional distance education, but at the same time, as a modality capable of facing the new training demands that arise and that would be a consequence of the process of consolidation of the use of ICT in the educational field.

To understand some of its main characteristics, the authors Rivera-Vargas et al. (2017) selected four central principles on online learning. The first principle they selected stands out for its constructivist and collaborative nature. Regarding this principle, Garrison and Anderson (2005, as cited in Rivera-Vargas et al., 2017) provide important elements, highlighting that online learning would represent a teaching modality mediated by the active use of ICT, whose distinctive feature would be the ability to create simultaneous and accessible communities at any time and place, both for research, as well as for teachers and students; at the same time, they highlight that online learning would be a teaching modality whose essential feature is not limited to the fact of facilitating access to information, but lies in its communicative and interactive potential.

The second principle selected by Rivera-Vargas et al., (2017) is related to the distinction between traditional distance education and online learning. In this sense, for Bates (2005, as cited in Rivera-Vargas et al., 2017) online learning is a phenomenon associated

with the development of the Internet, which allows the creation of educational communities between students, between teachers, and between students and teachers; therefore, it tends to be more the result of the evolution and improvement in the use of ICT in educational contexts, than a continuation of traditional distance education.

The third principle proposed by Rivera-Vargas et al. (2017) refers to the role that students and teachers must play in the online learning modality. In this sense, Guri- Rosenblit and Gros (2010, as cited in Rivera-Vargas et al., 2017) analyze the promotion that certain sectors make of student autonomy, that is, this cannot occur solely with the mediation of digital technologies, but the role of teachers is key.

The fourth principle on online learning selected by Rivera- Vargas et al., (2017) has to do with both its central objectives and its scope and asynchrony. On this subject, Sangrà , Vlachopoulos and Cabrera (2012, as cited in Rivera-Vargas et al., 2017) suggest that it is a teaching and learning modality that can represent all or part of the educational model in which it is applied, and that, in addition, it exploits electronic media and devices to facilitate access, evolution and improvement of the quality of education and training.

In conclusion, the four principles referred to allow us to position online learning as an educational modality that, although it is in full activity, is also in a phase of construction and definition (Rivera-Vargas, et al., 2013, as cited in Rivera-Vargas et al., 2017), many of its components and the roles they play still need to be formed and consolidated.

### **Research problem**

The presence of the educational agent as a teaching professional who cares for children from 0 to 3 years old is little seen and valued. This phenomenon occurs because society in general considers that small children do not have the possibility of learning and should only be provided with care to keep them safe.

The above is stated because during teacher training as graduates in early childhood education, it has been necessary to attend to exploration tasks about what people think about the role of the educational agent. For example, in the course “Panorama of early childhood education in Mexico” a guide of questions was developed to interview people around a Child Care Center (CAI), finding results that draw attention.

Based on the application of a guide for parents carried out by teachers in training for the Bachelor's Degree in Early Childhood Education during their practical sessions, most parents in the urban context in Puebla do not know what early childhood education is or

confuse it with preschool education, just as they do not consider it important for the development of their children and very few would choose to enroll their children in this educational level, only if it were necessary, that is, if both parents had to work and had no one to leave their child with.

Therefore, this type of mentality is considered a challenge to overcome, because early education is of vital importance and it is perceived that this value is what most parents do not know. Therefore, it is important to strengthen parenting styles, with the participation of specialists to respond to the needs of children and their interests. From this perspective, the support of everyone is necessary to ensure that early education is known and valued by society in general.

The general lack of knowledge about the functions of an educational agent is reflected in the following statements: Are you going to change diapers? Are you studying to be a babysitter? Do babies learn? These are questions that people commonly ask themselves.

Early Childhood Education is not just about changing diapers and caring for babies, as most of society thinks, but it is something essential for the development of children, since it helps the parenting processes that begin at home, but without replacing the function of the family, this process is so necessary for infants, since the support for parenting given by educational agents is irreplaceable and will give the child the basic tools for their development and learning.

Early Childhood Education in the past was based on the belief that children were inferior, susceptible beings who were obliged to obey the orders of adults, without taking into account that they had their own thoughts. Similarly, it was thought that babies did not learn and that mothers could take care of their children alone. Although this idea has been analysed in accordance with the pros and cons of early childhood education, various documents contain valuable information, such as the following: “during the development of activities carried out in early childhood education, children are given a set of social knowledge that is their own and valued by the community, while at the same time helping children to gain autonomy” ( MinEducación , 2014, p. 26).

This is why a change of mentality is needed on the part of parents and society in general regarding Early Childhood Education; however, the population is uncertain about the dangers their children run when entering a daycare center. On the other hand, future educational agents who are in the process of teacher training in Teacher Training Schools wonder if there will be a job market at the end of their degree, since they enter the degree without prior

knowledge or without taking into account what it means to be an educational agent; therefore, the typical question arises about what exactly is the degree?

For this reason, it is pertinent to delve into studies that describe what an educational agent is, where they work, what early education is and why it is so little valued socially and economically. In addition to the above, distance education has generated difficulties for children, parents, teachers and even teachers in training, due to these factors, the opinion of a specialist in educational work with children from 0 to 3 years old has been sought.

The aforementioned introductory analysis will serve as a basis for establishing argumentative positions regarding teaching in early childhood education from virtuality. From this perspective, it is recognized that face-to-face early childhood education is complex, and this complexity becomes more acute through distance education. Therefore, it is important to analyze what recommendations an expert establishes to carry out an effective educational intervention with children from 0 to 3 years old, with the support of ICT. All of the above leads us to ask the general research question: How is early childhood education configured from the perspective of a specialist in pedagogical work with children from 0 to 3 years old?

### **Supposed**

Early childhood education at a distance requires a specialist who is a promoter of academic work with children from 0 to 3 years old, who shows communication skills with parents, who has mastery of emerging early childhood education programs, who demonstrates technological skills and shows broad command of didactic and pedagogical strategies that encourage online learning in the students under her care, stimulating the four areas of development: cognitive, affective, socio-emotional and motor, that is, contributing to the integral development of each of the children.

### **General objective**

- To analyze the configuration of early childhood education caused by social isolation following the arrival of COVID-19 and the repercussions caused on the development of children.

### **Specific objectives**

- Review specialized bibliography on distance early childhood education and technological tools.
- Describe the opinion of a CAI director who has in-person and virtual experience in academic work with children from 0 to 3 years old.
- Interpret the interviewee's responses by grouping them into categories and subcategories that describe early childhood distance education.

### **Theoretical approach**

To begin, we will take as a central theme the educational agent and his/her performance with children. The educational agent is all the people who work in early education, their task is to provide infants from zero to three years old with the necessary tools for their physical, emotional, social and cognitive development, which will be very important for their development in the future. An educational agent, therefore, according to the Secretariat of Public Education (SEP, 2014) must be motivating, know how to use technological tools, make changes if a child does not understand a way of learning, must smile, show a positive attitude, be a healthy person, be a leader, creative, know how to tell stories, implement materials and know how to listen. For the purposes of the research we will focus on the educational agent as that figure who is permanently at the front of the group.

According to the Secretariat of Public Education (2014) in its document Bachelor's Degree in Early Childhood Education, base document, it mentions that "the teacher does not transmit knowledge, but rather promotes the acquisition of new knowledge that is used in various contexts, to solve problems, in addition to being a learning guide, he communicates it intentionally" (p. 33). This quote makes us understand that the teacher is only a mediator of knowledge but does not impose it, he lets the child experiment and the teacher goes from being the fundamental piece of teaching to being only the mediator, leaving the child as the protagonist and most important actor in the teaching-learning process. It also describes the educational agent as a guide and creator of knowledge where the child will actively participate to create this knowledge and does not wait for the educator to give it to him, but the child himself will look for it independently.

Based on the Comprehensive Care Model for Early Childhood Education (SEP, 2013), the educational agent "must be placed before a different panorama, it is necessary to sharpen the gaze to be in a position to closely accompany children capable of participating in their own learning" (p.13). Therefore, the educational agent must have the necessary imagination to



deal with small children and introduce them to the world of knowledge and discovery. And they must also guarantee daily activities and spaces necessary to play, encourage communication, exploration, research, and creation that will help the baby to have a better development in the future.

From a pedagogical point of view (SEP, 2013), the child must be familiar with the neurological bases, intervention strategies for a correct diagnosis, ethics and values, teaching resources, as well as the characteristics of furniture and materials that stimulate the development of the senses (emotional development, language and body of the child). The child must also be familiar with administration and planning, and it is vitally important that the child knows how to relate to the parents, since through them the knowledge learned will be reinforced and the support that the parents provide to carry out activities will depend on their relationship, in addition to generating confidence that will help the child feel better in his environment.

In Colombia (MinEducación, 2014) the following definition is proposed:

Early childhood education is a continuous and permanent process of timely and relevant quality social interactions and relationships that enable children to enhance their abilities and acquire life skills, based on full development that fosters their construction as subjects of rights (p. 34).

Early childhood education arises from the needs of modern families, where mothers must go out to work and can no longer stay to give their children the attention they need, due to long working hours and the new structure of homes. In short, it arises as a response to current needs, which leads to the search for spaces that care for and educate children from a very early age, resulting in a push to create nurseries and the formalization of early education.

Therefore, according to the document on the meaning of early education ( MinEducación , 2014), it places children at the center, recognizing their particularities that help in their child development, seeking to build their identity, and helping in the process of formation and cognitive, emotional, language, physical, motor, social, moral and sexual development of babies in such a way that they do not lose the opportunity to develop their skills at the most important age in which they can learn.

At the same time, early childhood education ( MinEducación , 2014) introduces children to the social world where they build their own reality, generate learning, develop, take advantage of their abilities and discover new ones. Early childhood education is linked to the

home and complements the education that begins in the family environment, which is understood as parenting, but favors the comprehensive development of children.

Therefore, early education has become the most important educational level in the development of children. At this point we will take this type of education with a very simple example, children are like a little plant that first starts out as a small seed, but with love, care and fertilizer it can become as big as a tree with many fruits, the educational agents act as the caretakers of these plants, the fertilizer would be knowledge and the fact that they can become a tree is the result of adequate stimulation and the time dedicated to it.

Referring to the fact that during the first years of life most of the development of neuronal cells and the structure of the nerve connections in the brain occur. This has been evidenced through various neuroscience studies which show that most of the development of intelligence in children occurs before the age of seven, and during their gestation period, so this stage is very important in all areas related to learning and child development. The first years of life are crucial for the later development of the person, and the brain plasticity typical of the stage of children (SEP, 2017).

Early childhood education in Puebla (SEP, 2014) is known to have emerged with daycare centers and child care centers. In 1979, the Ministry of Public Education was in charge of creating schools for educational assistants, later changing the name to schools for educational assistants, with a new curriculum. Currently in the state of Puebla, early childhood education services are provided by public and private institutions, however, there are no professionals with an educational focus in these institutions to instruct children in early childhood education.

According to the base document (SEP, 2014) it is “expected that the educational agent knows the new contributions of neuroscience, the education of children from 0 to 3 years old, apply ICT in the teaching-learning process, and mastery of a foreign language” (p. 14).

The curriculum of the Bachelor's Degree in Early Childhood Education (SEP, 2014) includes a variety of courses from the first to the seventh semester, with the professional practice track standing out. In general, the first and second semesters are intended for students to develop their abilities to observe and analyze educational and school practices; in the third and fourth semesters, students enhance their observation and analysis skills, incorporating diaries and recovering experiences; in the fifth and sixth semesters, in addition to working with the approaches of the basic education plan and study programs, elements for innovation and project development are incorporated; finally, the seventh and eighth semesters are intended

to develop in the student the ability to articulate the theoretical, didactic and disciplinary knowledge studied in each of the training tracks with the demands that teaching encompasses. Its educational objectives are: to promote in future teachers the tools to investigate, understand and analyze the central problems of educational reality, allowing them to address reality and develop specific solutions to concrete situations, and to act with awareness in situations of diversity, applying educational proposals based on a philosophical, political and ethical position, specific to teaching.

In addition, according to what the Ministry of Public Education (2014) tells us, "it is considered that graduates in early childhood education who graduate from teacher training colleges will have the professional skills required by the development of science, technology and society itself, which will allow them to enter the workforce" (p. 19). Teacher training colleges, as part of higher education, aim to train professionals who use scientific, methodological, technical, and instrumental arguments to overcome the challenges that teaching life faces every day.

Regarding the phenomenon caused by the pandemic of bringing school to homes and the use of technological resources by apprentice teachers in their use, in light of this, the findings of Rivera-Vargas et al. (2017) are described, which share the roots of the emergence of the Internet in the educational field, in light of this, it is identified that since the technological revolutions that occurred after the Cold War and in the 1980s and 1990s, the world has entered a new era where telecommunications play a very important role in daily life.

Rivera-Vargas et al. (2017) state that the emergence of the Internet and mobile and electronic devices brought about a revolution in daily life, marked above all by these new technologies for communication such as email, mobile telephony, text messages, etc. Therefore, they refer that these changes in the world were better reflected in the generations born after the 1980s, because they entered a reality with the Internet, a situation that had not existed before them. All of the above caused a generational gap where the youngest were, and still are, outstanding in the use of new technologies, they easily adapt to these virtual environments and the use of the tools offered by electronic devices.

At the same time, Rivera-Vargas et al. (2017) argue that constant exposure to these media has caused cultural and structural changes within societies. They report that young people are increasingly taking over both physical and digital spaces, even combining both

modalities in new ways and it is possible to break geographical boundaries to share information and experiences with people from all over the world.

## Methodological approach

The research is qualitative, because according to Hernandez et. al. (2014) it focuses on understanding phenomena, exploring them from the perspective of participants in a natural environment and in relation to their context. At the same time, it is framed in the narrative method, using the structured interview. On this subject, Flick (2012) states that narrative research is an approach to approach individual worlds of experience through openness and semi-structured interviews, because: 1) The initial situation is summarized, 2) Relevant events are selected, 3) They are presented in a coherent progression, 4) The situation is presented at the end of the development (what it became).

For Arias-Cardona and Alvarado-Salgado (2015), narrating implies putting what has been experienced into words, as ideas and emotions; redefining experiences, filling one's own history with meaning by renaming and re-creating a series of events, which rather than responding to a chronological and objective order, respond to a logical and subjective framework, which accounts for the particular and complex configuration in the face of experienced events, a logical and subjective framework, which accounts for the particular and complex configuration in the face of experienced events.

According to Hernandez, et al. (2014) narrative designs aim to “understand the succession of facts, situations, phenomena, processes and events where thoughts, emotions and interactions are involved, through the experiences told by those who experienced them” (p 487).

Therefore, to collect the data, a guide with 20 generative questions was used, which were very useful when conducting the structured interview with an expert in academic work with early childhood, which was applied directly, that is, face to face with the interviewer and interviewed through the *Google Meet platform*.

## Results

The analysis of the information followed the suggestion of Álvarez- Gayou (2006) through the coding of the information using open codes, that is, “when we point out portions of the text or words that catch our attention” (p. 188). Therefore, in this section the opinions of the interviewee are broken down, taking into account the six categories established a priori:

a) distance learning modality, b) CAI children, c) Parents, d) Teaching-learning process, e) Educational agents, and f) Safe return.

a) **Distance learning mode**

Regarding question number one, What do you think about distance education?, the interviewee states that “ *it is an opportunity to adapt, to put into practice the knowledge we have acquired, to solve the circumstances that arise, and that requires new learning but also a different way of seeing education, I find it positive because it allows us to break the scheme of the teacher in charge of the activities, as an absolute guiding axis of everything, now that scheme is broken because we have to work with families from a distance, where the fact that the children do not have the materials implies another way of thinking and visualizing the proposed activities for the little ones, personally I believe that it is a good opportunity to transform the teaching role* ” . In this answer, we can observe the positive attitude of our interviewee and the optimistic vision for the process of adaptation to this online modality.

In relation to question two, How do you organize academic activities in the distance education modality?, the teacher states “*in the Child Care Center all educational agents, from the education support staff who are from general services, those from nutrition, the technical team and obviously the educational area, all participate in the proposal of activities, this has two axes, the first axis is the work with the little ones and the second axis is the work with the families.*”

At the same time, she comments that “*this means that every week the teachers schedule two sessions in which different educational agents participate, obviously they and their assistants are the protagonists of each session but they always have guests to these sessions, in the case of work with children in early education it is more of a small group setting or personalized work where teachers schedule sessions, where they begin by having small communications through different media depending on each family, with the intention that the children recognize the teacher, it is not like a class in itself but they are sessions that generate the bond and generally on Thursdays or Fridays the sessions with the family are held, which are normally in the afternoon in all groups* ”. She also shares that “*the teacher schedules the participation of experts with whom parents can express their concerns and the answers are not only given by the CAI staff but sometimes the parents themselves say what has worked for them* ”.

Regarding the procedure for conducting distance education, she comments, “ *different platforms are used that depend on each family, each teacher has the commitment to meet the*

*needs of the families and the children, if there are families that cannot connect because they do not have Internet or it is complicated for them with work, they make a space because they communicate with them through WhatsApp, so we have classroom operating as the main platform with the workbooks where the evaluations and evidence are rescued in that classroom platform all educational agents have access and a folder where they can upload things.”*

Regarding the interaction with parents and the delivery of evidence, he states that *“the lessons learned from this first moment would be not to overwhelm families and to respect the pace of each person; then the educational agents make a proposal for an activity, upload it to the classroom and each family attends to it as they want and how they can, so there is not something that they have to deliver this by a certain time tomorrow, we do not work like that, so there are families that are very participative who then upload their things, others when we see that they have not entered or have not uploaded, there is always communication to find out if we can support them in something, that for example is carried out by social work, which is in contact with families to find out if they have any situation or problem to carry out the educational proposal of the school, we have WhatsApp, a Facebook page only professional where general information is uploaded, some invitations, notices or some activities or conferences that are generally done by the same educational agents, those are the main ones that we use as technological resources or as electronic media”*

She also describes the planning process, stating that *“the educators and technical agents generate a weekly plan that is uploaded transformed into the booklet that is in the classroom, before it is uploaded, the person in charge of the pedagogical aspect of that modality reviews it in advance in case there are any suggestions and also the evaluations are done periodically so that when we have meetings with the technical team or with the educational area team we can specify what is happening with each group, the level of participation of the parents, we pay attention to the particularities, all cases have been identified through the follow-up that is given, for example, by the medical area, to see the health status of the families. This is roughly how we are working at the distance education level.”*

Regarding question three, what connection does the CAI have with the learn at home program? She answers, *“They give us the information from the educational cards, the learn at home television program and the A to Z program, which is state-run. That A to Z program also created a platform and has a file of activities. There are many resources that we manage*

by making them available to all educational agents, so educational agents have the responsibility of knowing about them when they are broadcast and being able to decide when we can use them.”

At the same time, she comments that “the state even put forward a proposal called a basic guide to learning to promote and it is by educational level. Some colleagues connect very well with the resources, while others have a harder time and prefer to create their own strategies, but we do have the commitment to create an evidence folder where each educational agent will have all the resources, so we are already working on that. The state SEP gave us that and we do have the commitment to review and broaden our vision.”

Regarding question four, do you think that the level of learning in the online modality is similar to the face-to-face modality? I believe that the proposed strategies mobilize other types of capacities, knowledge and skills, I do believe that the human being is a social being, so socialized learning has a greater impact, here we depend a lot on the disposition and philosophy of life of the parents, for example if you make a proposal but the father is not clear about the importance of leaving the child free to explore the material, then you struggle a bit with the fact that the father is holding the child's hand and telling him what to do, then the activity, no matter how good it is, clashes with the families' beliefs.

She also states that “I do bet much more on in-person education, however I consider that it is a challenge that we must overcome, we must not give up or let ourselves be defeated, and in this part we must make the family aware of the fundamental issues so that they can then have a more appropriate accompaniment of the little ones, because suddenly if what we observe is in this vision that they want their child to do very well or be the first to finish, that weighs on us in the aspect that suddenly the child's freedom of expression and manipulation is restricted and even the manifestation of their tastes and interests, there are families where I have to enter as an observer with the intention of knowing firsthand what is happening with this model of early childhood education, I think that perhaps within my reorganization I do consider that in-person education has more impact than distance education, especially because of the age of the little ones, I think it has cost us more than other educational levels”.

Regarding question five, What are the advantages and/or disadvantages of distance education?, the interviewee states the following: “I consider the disadvantages to be due to the age of the children, although sometimes, for example, when the initial diagnosis was made, the teachers tried to do personalized sessions where they would propose activities to observe how the children perform, it was very difficult because they are not used to being in

front of a computer or telephone for periods of more than five minutes, but I think this is one of the disadvantages: we take the information from the families and it is not possible for us to observe them .

She also tells an interesting anecdote about the beliefs surrounding the learning of young children: *“For example, when we started with this distance education process, one of the comments I rescued from a mother of preschool one, she told me “when I saw the activities that the teacher asked for, I said, what's wrong with the teacher? My daughter can't do this? And my surprise was that my daughter did know how to do it.” So, although I believe that parents, in the best of cases, today know more about their children's potential.”*

In this sense, he describes the reference to parents' beliefs and deep-rooted ideologies, by expressing the following: *“I still insist that there are ideologies that do not help us much, so the negative side of the model would be that we depend one hundred percent on families and that implies working much more with them, which is not bad, but it does require a different structure and in the case of the positive it seems to me that it allows us to enhance our creativity, look for solutions to the problems that are being presented to us, generate resilience and develop many other skills and capacities and knowledge that we would not even have imagined, before the pandemic began, ninety percent of the staff had no training and adequate handling of all the platforms, today one hundred percent of the staff participates in one way or another in a virtual activity, so that has also been positive because it has allowed us to grow professionally, and also to identify in this distance education an option to establish one hundred percent but if we visualize that this is no longer going to be removed, it does not matter that the pandemic does not change, it seems to me that this will remain as a complementarity of what school is traditional, so to speak.”*

Regarding question six, How effective is distance learning?, the interviewee states that *“well, I think that for the age of our little ones I would not consider it to be highly effective because our children are at a stage where they have to touch it, live it, feel it, and I think that distance education is one of the limitations it presents, you cannot enhance all the senses through a machine or a telephone.”*

In relation to question seven, how stressful is distance education during the pandemic? *“Well, the only thing I consider stressful is that the way of working has completely changed. Before, you had a schedule and maybe in the afternoon they would call you and say “teacher, hand this in tomorrow,” but today, and the educational authority told us, there are no schedules, no Saturdays, no Sundays, no holidays, nothing, so suddenly that same*



*situation I feel generates a lot of instability in the organization of our lives because you don't know, suddenly they send us like this "in 15 minutes they connect because there is going to be a certain meeting," so I feel that suddenly the authority, since we are not going physically, takes over our time, so we really spend ourselves glued to our cell phone or the computer."*

The teacher addresses the issue of saturation of activities, describing that *"we have had one course after another, after another, after another, that is good, we had always lacked the time to train ourselves and today we have it, but it is not only the work of the distance education model that was being carried out at the CAI but also the training paths and well, the organizational meetings, etc. that is what can generate stress, the lack of respect for each person's time, in the rest of the elements there is no stress, because I think we try to organize ourselves and get it done and we do it for pleasure."*

Regarding question eight, How to manage time while learning or teaching remotely?, the interviewee comments *"We have an organization at school, for example, on which days each area connects with the children, with the parents on the days of organizational or evaluation meetings, we have that planned but I insist that there are many surprises that do not depend on us and that move us, so suddenly although there is an organization of time, as I mentioned in the previous question, the authority does not see it that way and then at every moment that they consider, they send us and send us things and we do it with pleasure but it turns out that you spend the whole day attending to electronic things, and I think that the training is good but I think that it is also very good that the authority said, for example, "from 7:00, let the teachers rest", but unfortunately that does not happen and although there is an organization within the CAI, many times it cannot be respected due to the activities that come up unexpectedly. These are the things that do not allow us to have a good organization of time because it does not totally depend on us."*

**b) Infants from the Child Care Center (CAI)**

Regarding question nine, what has been the biggest challenge of working in this modality with children in early childhood? The teacher states, *"The biggest challenge is to visualize a different way with such small children and that is coupled with the beliefs that exist in families. That part has been very difficult for us. From the feeding, when the nutritionist intervenes, you see some member of the family questioning what the experts say. All those beliefs and information or culture that exists in families do not help us much because they are very deep-rooted. Or families, for example, recognizing their babies as*

capable children. That has also been difficult for us because they see babies as the little ones or the ones who cannot. Those would be the difficulties that we have faced.”

Regarding answer ten, What area of development has been most affected in children during the pandemic? And Which has benefited?, the teacher comments the following: “*The area that has been most affected is psychomotor skills and language, because in one way or another, many adults are with them, but by not identifying the importance of verbalizing actions, of giving children a sense of the world through words; then adults continue to think that since he is small it does not matter not to talk to him, that it is better to put a song on his cell phone than to listen to his mother's voice singing to him, etc., that is why language is extremely behind, in the diagnostic results that have been obtained from the beginning of this cycle.*”

Regarding question eleven, “Do you believe that children will make academic progress through distance education?” the answer is “*academic progress, I don't know if we could call it that, I believe that children learn despite all the bad things that may be around them, making the most of the good things, children will learn, they will develop, they will acquire capacities and skills, if they do, it does not depend precisely on the distance education model, but rather on what is happening around them because this distance education model is rather thought out to enhance experiences that help children learn, but more so in this transformation of the way families see things, because they are the ones who are with them 24/7.*”

At the same time, she says that “*then it is more like that, because then it does not matter that the teacher is not asking them to do something, they already understand that if they read a book to them it will have a greater impact on the language, on the cognitive capacity etc., that is what it is aimed at, I would not say or I would not agree with this situation of complying with a curriculum or having learning marked in the curriculum, I think there will be children who will go further and others that we identify that are falling behind a little, but what are they going to learn if they are going to learn, but not so much because of the distance education model, but because of all the experiences they are having at home.*”

I also comment on the curiosity of infants, stating that “*it catches my attention and I have talked about it in different spaces and I think that that part is being put on the table, at least the children are already looking for and generating answers, for example, what happens with the perception that children have of others when they see us all with a face mask, when*”

*the expression, the gestures accompanied by the word have so much meaning for children, so that is why families are going to have a very important role because the rest of the people who are not their close relatives will no longer see us completely, they will only have to see us with our eyes, so this part how will it affect the emotional bonding how are we going to bond with them that are questions that we have not asked, the language, the meaning of the world.*

She also addresses the issue of children's imagination when she says, *"I was telling my colleagues at a meeting we had: remember that children may never have seen a wolf, but if we say to them, 'Oh, there comes a wolf!' then the child has never seen a wolf, has never been attacked by a wolf, but at some point when he says wolf, he will know that a wolf is fear, it is care, caution, because that is how I conveyed it to him through my gestures, my expressions, so now that all that is not going to be there, I think it will be interesting to identify what will happen with the cognitive processes, what responses the brain will look for and how we should support that part, because I question how this that small children are experiencing is going to affect them in the medium term.*

Regarding question twelve, "How is the participation of parents in the educational process of infants?", the interviewee states that *"there is much more participation in the areas of infants, mothers and preschool, we observe the phenomenon of decrease. In infants 1, the fathers are one hundred percent with the children, they ask, they are open to any suggestion, they are very eager to be good fathers and to investigate and everything. But as we advance in age, then we get to preschools, where the fathers turn on the machine and leave them alone since the child sees how it does, then the participation decreases; however, we try to make the fathers aware of the importance of being there with them, accompanying them and we follow up with the fathers because sometimes they do not participate or have less intervention with the little ones."*

c) **Teaching-learning process**

Regarding question thirteen, What strategies have you implemented so that children have a good learning experience and are able to develop their skills from home? The interviewee answers that *"we have identified needs, the characteristics of the context through the initial diagnosis that was made, another strategy that was carried out is that the teachers will spend time with their same students so that this would give them a strength that they already knew the families and the little ones, there were only a group of infants 1 and the preschool group 1 that changed teachers, but the rest of the teachers already know the*

children. Other strategies that have been put in place to be able to work with this educational model of distance education, I was telling you, are personalized accompaniment and responding to the needs of each family, in general; Good communication, having varied resources, being flexible with time, making activity proposals with things that families have at home, which does not imply going out to buy special material that is being requested but rather always thinking about what is at home, thinking about the parents' time, who are the ones who are most in communication with the teachers, so I think that is what has been taken into account in order to enhance learning.

At the same time, she says that “if we base ourselves on the proposal of a good start or on the proposal of key preschool learning, but today I can tell you that there is a general proposal, the rhythms are very different; there are children who are further ahead and the teachers have to give them more things, for example; we have children who are in preschool I and the grandmothers who are retired teachers, I imagine at the primary level or something like that, are already giving them some activities for the children to read, then I say “I don't know what activities but it is also a somewhat complex situation because we cannot go so far as to say, hey lady, let the child mature other skills before putting him to do a page, this was just an example, but we have a very wide range of advances with the children and the teachers in the curricular proposal that we have in force right now but the rhythm of each child and each family must be respected”.

Regarding question fourteen, how have you adjusted the teaching planning and how have you applied it to care for children during this period of confinement? *The planning that we carried out before was a narrative planning that in one way or another responded to everyday life, so it was transformed as events were generated day to day, today the same Secretariat of Public Education asks us to do it through a booklet, I couldn't tell you why the authority's request became widespread but we complied, so a booklet was generated that in our case at the early education level is for the family, it is not a booklet per se directed to children, obviously it is for the family with a view to intervention with their little ones, but it is written for parents, so these booklets allow parents as if they were students to identify some main concepts or identify the activity proposed by the school and also that is how the authority marks it for us, there in these booklets they have to incorporate their evidence, all of that is in the classroom, so the way of planning or the way of also the evidence has changed because a few days ago; I find it curious, but the authority asks us to send me right now the evidence of their intervention with the parents and then when it came time to review*

*the evidence, 98% were screenshots of a zoom meeting, so in one way or another it does change and it also made us realize that we need to specify this evidence through the distance learning educational model, because suddenly so many photos of a screenshot don't tell us anything, I mean nothing of what they were asking us for.*

Regarding question fifteen, How can we help the institution, educational agents, parents and children to make distance education a success? The teacher comments that “ *we need to identify, first be convinced that it is a means that can help us, because if we are or start like this with an attitude of: oh, but it can't be done like this or but how am I going to do it, it's very difficult; with a negative attitude, then I think that everything else we do will not work. Well, I think that the first thing is that we have to be convinced that it is an opportunity to do things differently and both the educational agents of the school and the families, remember that there was a lot of resistance from the families when this started, today I think that they are already getting used to this way of working, but I think that the first attitude of acceptance would be another thing would be training and knowledge because I tell you that suddenly you do not finish knowing everything that can be done on the platform.*”

She also comments that “ *then I think we also need to learn from these new platforms, which would be the second situation and the third situation I think is this part of the bond, before we focused a lot on the part of the bond with the children and now the need to have a bond is with the families too, to the extent that I have a bond I will be more empathetic, more willing to respond to the needs of the family, to accompany them, etc. and believe me, it does happen, because before the parents came in only once a week and almost always came in running and communication was more limited, today they talk about what they want with the teachers, even before, I don't know if you were aware but it was strictly forbidden to give your phone number to the parents, we had restricted this communication through WhatsApp, today communication is so fluid that they can send you a message the day they want and at the time they want (even if you set some schedules as a rule), it is when they need it and the parents are the colleagues who are willing to listen to them, so for me they would be like those three points .*

d) **Educational agents**

Regarding question sixteen, What type of knowledge have educational agents had to strengthen to carry out their work in the confinement stage?, the teacher answers that “ *I think the one with the fewest courses because I tell you that we finish one course and we go to*

*another and another and a diploma and so we are, but we have had many ICT courses , from different platforms: for example, from: classroom , we have had many platforms, digital skills courses in particular. We have also had courses on emotional support in the pandemic because at the beginning it was said that there was a lot of emotional instability in families, even in the educational agents themselves.*

*She also refers to the socio-emotional issue, highlighting that “so that was another big topic that has been addressed a lot, socio-emotional skills, how to generate them, how to accompany them. I think that in itself they would be those two areas in which we have had a lot of training. ICT and digital skills and also a diploma in early education and management of educational institutions is being touched upon, four public administration courses are being taken, not only are the directors taking them but also our agents and there they teach you from the editorial department, there really are a lot, the range of courses is tremendous, I think there must easily be about 60 course titles. So we have been very trained.*

*In relation to question seventeen, What recommendations would you give to educational agents so that their performance with their students in distance education is effective? The interviewee comments that “the recommendations are given through the follow-up of the accompaniment that was generated and well, they go in the sense, for example; if they are going to have meetings with the children that are not very long, in the case of the very young ones, that they are activities that are very attractive and that do not fall into wanting to give a class as could be seen in primary or secondary school, but that it is a little more like a game or like linking, I insist, those would be like the recommendations. That they respect, that suddenly they don't get so demanding with the parents when they didn't give me I don't know what, because it creates a chain like they also have to be accountable, then suddenly they get anxious because they have 5 parents who haven't answered them and then they can't finish systematizing all their information and then they start to persecute the parents, then that's where these recommendations are made to them, because we have to be patient or tolerant with this response from the families. And when it doesn't work, we always have to investigate why, not say, "Oh, so-and-so's mother never sends anything, well, let's investigate why she's not sending them.”*

*Regarding question eighteen, “How to prepare educational agents to perform a quality function in distance education?”, she answers that “well, I think that the first thing is that they have to identify the need, and it has to be accompanied by training. We have tried to generate these spaces for institutional collaboration where we all listen and can make proposals, and*

*if it has worked to stop planning individually but collectively, then I think that would be the main thing.”*

Regarding question nineteen, What skills should an educational agent have in distance education mode?, the interviewee answers *"I think that the first thing that they should have is the ability to solve the problems that are presented because you do not imagine what is going to happen, maybe you plan, you foresee and suddenly something comes up that had not even crossed your mind, then problem solving I think would be the main one and being self-taught seems to me to be necessary now because you are not going to wait for the authority to come and give you a course on such and such, experience tells us that I need to know how the classroom works, I get in, I look for a tutorial on YouTube, I read, I inform myself and I solve it, then when we get to analyze several they already say "I already investigated, I saw it on such a side, they do not wait for someone to give them things I think that would also be important and I think that everything that refers to social skills because it seems to me that we have to think collectively, like what I do, what I propose will impact the community, as my educational proposal is impacting, not only the development of the child but also the families and the community itself, but if we need to have this social awareness, responsibility, well developed in order to make a good intervention, a good proposal, I think I would stick with those.*

e) **Safe return**

Regarding question twenty, What are the strategies that will be implemented within the CAI for a safe return to the new normal?, the teacher interviewed answers *“with that topic, we have also talked about it many times and I would like to start by telling you that what we think is that we can plan many things, but until we are there on site living day to day, we will be able to see what the real needs are and how we are going to solve them. Because there are a series of elements that we know we have to do, but we do not know how we are going to solve it; for example, we know the importance of sanitizing everything, but suddenly we wonder who is going to give the materials to sanitize , to be cleaning every hour.”*

*“I don't know about water, we at the CAI lack water, so we say, well, to clean so many times, to wash, so that there are two sinks at the entrance as planned, we need there to be enough water so that all the families wash their hands when they arrive and leave, as well as the educational agents before entering and the agents are constantly washing their hands and the least we need is water and soap, but nevertheless we lack water, we have always*

*taken excessive care of the water and now I don't know how we are going to do it, because a lot more water is going to be required, so all those elements, if we have them planned, we know that we are going to arrive in street clothes, that we are going to have to go change into the uniforms there with the exclusive shoes, that we are going to wash our hands, that we are going to put on a clean face mask at that moment, attend to everything that the rule tells us, without rings, with short nails with the cap, etc. And that we are going to have to wash our hands like the children, sanitizing the spaces. But the biggest issue is not knowing what we have to do but how we are going to cover the resources that all that constant hygiene demands, because I tell you we don't know how, sometimes the parents tell us, but I give them the example of the water tanker, we would have to ask each parent to buy a water tanker and I tell them it's \$450 pesos that are not so easy to take out of the pocket of all the families, plus soap, plus wipes, plus sanitizer, plus lysol , it's a world of expenses that we don't know how we are going to cover. And believe me, in this area, despite the fact that there is already a protocol of what is going to be done and how it is going to be done, I think that nobody has resolved that part, not even the IMSS centers for example; they already have the written protocols and everything but we don't know how they are going to resolve it in terms of costs and who is going to cover it, because it raises the expenses of the schools a lot.*

### **Analysis of the results**



**Table 1.** Categories and subcategories of analysis

No.	Questions	Categories	Subcategories
1	What do you think about distance education?	Distance learning mode	Opportunity for adaptation. Solution to the circumstances presented. New learnings. Working with families remotely. Opportunity to transform the teaching role.
2	How do you organize academic activities in the distance education modality?		Active participation in activity proposals. Divided into two axes (working with children and working with the family). Address the needs of infants and parents with a variety of adaptive activities. Through platforms ( <i>WhatsApp, Classroom, Meet</i> ). Weekly planners (notebooks).
3	What connection does CAI have with the learn at home program?		Educational cards The television program learn at home. The A to Z program that is state-run. Evidence folders.
4	Do you think that the level of learning in the online modality is similar to the face-to-face modality?		There is a greater emphasis on face-to-face education. Online classes are a challenge that must be overcome. At this level of initial education it has been more difficult. Online classes cause activities to clash with parents' beliefs and cause them to underestimate children.
5	What are the advantages and/or disadvantages of distance education?		The age of the children. Time spent in front of a mobile device. Parents know their children's potential. The negative thing is depending on families. Enhance the creativity of the educational agent. Find solutions to the problems that arise. Staff trained to handle different platforms.
6	In your opinion, how effective is distance learning?		It is considered that due to the age of the infants it is not as effective.

			Not all senses can be enhanced through a mobile device.
7	How stressful is distance learning during the pandemic?		It is only considered stressful because it changed the way we work. Lack of respect for the educational agent's time.
8	How to manage time while learning or teaching remotely?		There is an organization at school. On certain occasions, the time limit for rest for the educational agent is not respected.
9	What has been the biggest challenge of working in this modality with early childhood children?	Infants from the Child Care Center (CAI)	Visualize in a different way with young children. The beliefs of each family. Let parents recognize their capable children.
10	In your experience, what area of development has been most affected in children during the pandemic? And which has benefited?		Affected areas (psychomotor and language).
11	Do you trust that children will make academic progress through distance education?		Children learn despite the bad things around them. It does not depend on the remote model. Children will learn based on the experiences they have at home.
12	How do parents participate in their children's educational process in the distance learning mode?	Parents	There is participation in infants and mothers. In infants 1, parents ask and accept suggestions. In preschool, parents just turn on the camera and leave the children alone.
13	What strategies have you implemented to ensure that children learn well and develop their skills from home?	Teaching learning process	We identify your needs. The AE spend time with the children to give them strength. Personalized accompaniment. Suggestions for activities with things found at home. Enhance learning.
14	How have you adjusted your teaching planning and applied it to care for children during this period of confinement?		Before it was a narrative planning. Now the SEP requires that it be through a booklet. The booklet allows parents to identify main concepts of the activities. Evidence needs to be provided through the distance learning educational model.

15	How can we help institutions, educational agents, parents and children to make distance education a success?		<p>Convince ourselves that it is a means that does help.</p> <p>It's an opportunity to do different things.</p> <p>It is not yet clear what can be done on a platform or how it can be improved.</p> <p>The Internet is updating.</p> <p>More needs to be learned about the platforms.</p> <p>At that time communication was via <i>WhatsApp</i> .</p>
16	What kind of knowledge have educational agents had to strengthen in order to carry out their work during the confinement stage?	Educational agents	<p>Courses.</p> <p>Diplomas.</p> <p>ICT courses.</p> <p>Digital skills.</p> <p>Socio-emotional skills.</p> <p>Public administration courses.</p>
17	What recommendations would you give to educational agents so that their performance with their students in distance education is effective?		<p>Meetings with children are not long and should be engaging.</p> <p>Game.</p> <p>Don't be demanding with parents.</p> <p>Be patient and tolerant.</p>
18	How to prepare educational agents to perform a quality function in distance education?		<p>They must identify the needs.</p> <p>To train.</p>
19	What skills should an educational agent have in distance education mode?		<p>Problem-solving skills.</p> <p>Be self-taught.</p> <p>Know how the <i>classroom platform works</i> .</p>
20	What strategies will be implemented within the CAI for a safe return to the new normal?	Safe return	<p>When we return, the real needs will be seen.</p> <p>The importance of sanitizing everything.</p> <p>Lack of water at the Child Care Center.</p>

Source: Own elaboration

## Discussion of the results

Pedagogical practice in early childhood education during the pandemic was complex and full of uncertainties. Many teachers in service and in teacher training faced unexpected challenges. Given this reality, several projects emerged that were intended to seek answers to this time of uncertainty. Therefore, the present study is valuable because it puts on the

table the findings of the research highlighting that children who lived through this time of distance education will have deficits in the areas of language and psychomotor development.

In this order of ideas, it is important to contrast what is found here with other similar studies, such as Alarcón's thesis (2021), focused on the pedagogical practice of a classroom teacher during the pandemic. The results reflect that pedagogical practice in distance learning mode was limited, which, being a new experience, required preparation and adaptation over time. It is concluded that the data collected with the study provide input to improve pedagogical practice in the context of remote education. As can be seen, there is a certain similarity of information when the interviewee in this study states that distance education is a challenge that must be overcome.

For her part, in Alarcón's research (2021), the criteria for including informants in the study were that they will work in the context of early childhood education at a distance, exactly the same as in the present work where attention was focused on a specialist in work with children from 0 to 3 years old, who currently has a management position. In both works, the opinion of the informants is prioritized for the integration and systematization of the data.

In the case of Gutiérrez's work (2021), the study aimed to determine the degree of relationship that exists between parental support and the development of psychomotor skills in children from an early childhood educational institution in Peru. The study had a quantitative approach, descriptive correlational type, hypothetical deductive method, the design was non-experimental cross-sectional, the collection of information was carried out in a sample of 32 early childhood children selected with the census technique; the instruments developed were validated by expert judgment with sufficient qualification for their application,

In the inferential results, it is verified that there is a relationship between the variables parental support and psychomotor development in children in the initial level, the p-value of 0.018 less than the significance value of 0.05 indicates this, also the Spearman Rho value of 0.315 affirms that this relationship is low but that there is a level of relationship; that is, when parents provide adequate parental support to children, there is better psychomotor development .

The link between Gutiérrez's (2021) study and the present one is that both address the term psychomotricity. In the case of Gutiérrez (2021), he determines it as a dependent variable on parental support. And in the case of the present study, an area is described that

would be affected by the limitations that the pandemic caused in the pedagogical practice of early childhood education teachers.

For her part, Ludeña (2023) states that reading aloud practices constitute an important strategy for teachers within their pedagogical practice. Likewise, it allows the development of the lexical-semantic component of language in early childhood, a relevant aspect for the integral development of children, since through language they express feelings, desires and it allows them social and cultural interaction.

Ludeña's (2023) research is based on the question: What are the reading aloud practices used by a teacher for the development of the semantic lexical component of language in 4-year-old children from a private IE in the Santiago de Surco district in the context of returning to face-to-face classes? In this sense, the objective is to describe the reading aloud practices used by a teacher for the development of the semantic lexical component of language in 4-year-old children. The research is descriptive and has a qualitative approach, since an interview and non-participant observations were conducted to analyze using the triangulation technique, according to two categories: reading aloud practices and semantic lexical component.

The findings of Ludeña's research (2023) allow us to understand the reading aloud practices that the teacher carries out to develop the semantic lexical component; likewise, the strategies she uses to develop language are known. However, reading practices must continue to be promoted in early childhood, in order to continue benefiting children in their cognitive development.

In this sense, Ludeña's work (2023) is linked to the present research because both address the topic of language, in the case of the first author as a component of the study's analysis. In the case of the present study, the topic of language is an area of opportunity and impact, which according to the interviewee will impact the performance of children at later ages.

For his part, Trujillo (2019) through his research work aims to put into discussion the practices carried out by families and educational agents in reference to the teaching of initial concepts in early childhood. Additionally, how the methodologies used during group meetings and meetings at home are repetitive and generate boredom, non-attendance and finally desertion of the child development program in the family environment. Due to the above, the need to create a toolbox with different alternatives for use that allow us to be

references in the imagination and creation of new methodologies that contribute to the development of children's skills is evident.

## **Conclusions**

Research on early childhood education at a distance highlights the need and importance of parental participation in collaborating in the education of their children from home, perceiving that a change in parents' perception is necessary with respect to what their children can do and to recognize that the educational center they attend provides elements for their development.

Another relevant finding is the impact or delay in the development of children from the perspective of our informant, who states that the areas most affected in children by the dynamics of distance education are psychomotor skills and language, due to the fact that it is very difficult for the child to maintain attention and/or interest in an electronic screen.

In conclusion, early childhood education is the basis of education in general, which is considered as the space where, through learning experiences, children stimulate the areas of cognitive, social, emotional and motor development. Therefore, the role of educational agents is fundamental, because they use various didactic strategies that encourage children to acquire useful learning for life.

Although it has been shown that early education is of vital importance, this does not mean that everyone knows and values it, but it is the job of the educational agents or teachers of the level, to make it known for the good academic actions and the excellent work they do with the little ones, although it is considered that it is a shared work between government, society, family, school and the educational agent itself, so that it is known and valued by all. It is concluded that the educational agent plays an important role in the integral development of infants, but this work is not recognized, valued, or understood by society in general.

## **Future lines of research**

The research provided valuable information on the effect of distance learning on the development of children from 0 to 3 years old. It was possible to identify that from the interviewee's perspective, there will be areas of children's development that will be affected, such as psychomotor and language. Future lines of research would focus on monitoring these

areas and assessing the level of impact. It is also of interest to continue and assess the opinion of the same informant with the pedagogical activities currently carried out in person.

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