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Cultural and artistic education in the first years of schooling

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Abstract--In this article, a thorough analysis was conducted involving multiple perspectives from experts in education and child development. Its central objective is to establish how the integration of cultural and artistic experiences in early education contributes to the improvement of fine motor skills in students of the Initial Education and Basic Preparatory Education sublevels. Furthermore, for this research, the descriptive bibliographic review method was chosen, which was used to investigate how this integration can positively influence the teaching and learning process from the first school years, enriching a variety of skills and abilities that are developed in this crucial period of training.

Keywords--Cultural and Artistic Education, Basic Preparatory Education, Initial education, Teaching and learning.

Introduction

In the sublevels of Initial Education and Basic Preparatory Education, which encompass children between the ages of 4 and 6, Cultural and Artistic Education (ECA, hereinafter), is governed as an educational component of great value, transcending beyond of its traditional function. This early stage of training is crucial for the comprehensive development of infants, as it constitutes a period of rapid cognitive, emotional and physical growth. In this context, ECA not only fuels creativity and cultural appreciation, but plays a crucial role in honing fine motor skills, an essential skill that lays the foundation for effective learning.

The first years of life are a window of opportunity to shape fundamental skills, and fine motor skills are one of the most prominent in this phase. Fine motor skills refer to the

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dexterity and coordination of small, precise movements of the hands and fingers. These skills have a significant influence on the writing process, the manipulation of objects, and everyday activities that require precision. In this context, the ECA subject becomes an effective vehicle to cultivate and improve fine motor skills in children.

In this exploration, the importance of the ECA subject in the sublevels of Initial Education and Basic Preparatory Education, and the development of fine motor skills in students, will be carefully addressed. Through the analysis of various perspectives and the review of relevant research, the aim is to understand how artistic and cultural activities in these formative stages can strengthen and refine students' fine motor skills. By addressing this intersection between ECA and fine motor skills, we seek to highlight how an education enriched with cultural and artistic experiences can enhance not only creativity and cultural knowledge, but also the motor skills essential for the comprehensive development of children in their path to learning and growth..

Method

The literature review method is descriptive and is a scientific research technique used to collect data on the distribution, behavior and patterns of a particular phenomenon. This information is used to obtain valuable information and is considered a useful tool to describe and explain the phenomenon. The main objective of this method is to collect objective information about the topic studied and present an accurate, factual and complete description based on tangible evidence.

Discussion

Cultural and Artistic Education in institutions

Cultural and Artistic Education addresses fields that allow students to explore, experiment, discover, develop and more factors that drive the teaching-learning process from early ages to adulthood. Art contains various branches that can be implemented pedagogically with an educational purpose, allowing an approach to them and also a means of learning. Artistic Education enriches the teaching process, provides a significant intellectual contribution to the development of abilities, attitudes, expression of emotions or feelings, verbal and non-verbal communication, skills, abilities and others in students, also allowing personal and adaptation to society.

To achieve these formative and comprehensive educational processes, it must be taken into account that these must be implemented and developed from the first school grades, since these processes cannot be achieved spontaneously, this cannot be developed in weeks or months, but rather It encompasses a process in each of the sublevels of education, since through artistic and cultural languages it allows these processes to be instilled, which have the purpose of presenting a significant learning experience (ECA, 2016).

The implementation of artistic education within the first years of schooling is projected as a fundamental instrument of communication and expression that mobilizes the increase of understanding in children in addition to allowing the implementation of didactics that is in accordance with the tastes and thoughts of children, since these in their stage of development tend to allow the student a more individual, autonomous expression, creative posture and originality of perceptions of the environment, leading him to enjoy his own and others' production, with a sense of analysis and awareness of what is exposed, in addition, sensory and motor development allows for greater experience and significant learning of children through artistic didactics (Sandoval, 2000).

Postures on fine motor skills developed through the application of artistic education

Art used as a pedagogical purpose can open beneficial fields in the teaching and learning development of children. Within this topic, motor skills are presented, which can be developed and stimulated through Cultural and Artistic Education (figure 1).

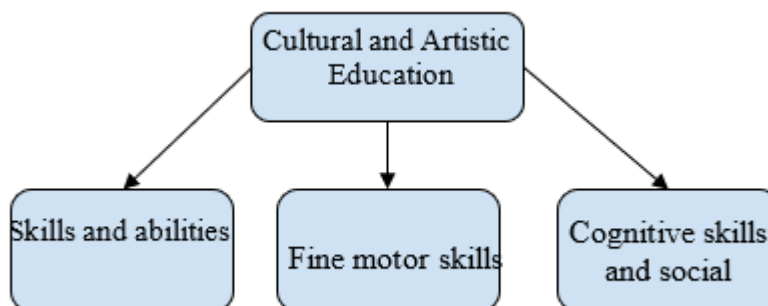


Figure 1: Fields where Cultural and Artistic Education intervenes
Fountain: Own elaboration

Next, the position of some authors that refers to the progress of fine motor skills through the applicability of artistic education or artistic methods. Since the posture of Rain (2016), explains that mobility is the basis of all learning, since the interaction with space and environment provides new experiences that can become in great knowledge. The increase in motor skills allows children to not only tend to coordinate properly the movements, but what Also, they come to express various feelings, emotions and thoughts, thus helping children to develop comprehensive and an approach to artistic skills.

Along the same lines, it is mentioned that Children provide us with a part of themselves through a drawing or sculpture; for we are allowed to see how he thinks, feels, sees; in addition to putting into practice an important tactic for stimulating the development of fine motor skills through children's art (Herrera et al., 2014). In this way, it is seen that working on various artistic activities in order to develop fine motor skills in children also allows them to express themselves through these artistic activities.

Another position is that of Jara (2017), who mentions that, in the initial stage of schooling, the plastic arts want to develop the cognitive and expressive part, in addition to fine motor skills in children, forming them autonomous people from an early age. In this sense, the author refers to the fact that it is extremely important to develop different skills in preschool students, especially fine motor skills, in addition to the fact that through art it is an indispensable part of its development.

Likewise, it is considered that, by working on artistic training in children at the first levels of schooling, it is possible to significantly improve the development of their fine motor skills, which also allows children to develop visual-motor, eye-manual, and coordination skills. , concentration, when working on different resources using your senses (Carabaliet al., 2017). Then the authors refer that working artistically with children helps significantly in the development of different aspects of skills.

Another position, Cando and Trujillo (2018), refer to the motor development used through the execution of artistic activities, allowing the child to express feelings, ideas, creative development and, above all, capturing through art, one can work on the motor and teaching process, strengthening the artistic process, this being the creative agent of learning and allowing the proper development of fine motor skills, which are essential for

carrying out daily activities such as self-care activities, buttoning a shirt, etc. In addition to educational skills such as holding a paint to scribble, paint, draw, and so on, it shows and works on motor skills in a didactic, creative and artistic way.

Also, Rosales (2019) confirms that there is a domain of plastic arts in the cognitive development of children for the development of fine motor skills and student performance; Furthermore, freedom of expression is restricted. In this way, the author affirms that the plastic arts help significantly in the development of fine motor skills, In addition, an increase in school performance.

Guided by the plastic arts, Hernández (2012), mentions that artistic activities produce spaces that allow the forging of various emotions, ideologies or impressions, in addition to developing certain techniques where it is primarily based on the creative motor processes in educational practices based on the imagination. of the kids, that is, from the child's creativity and imagination, fine motor skills can be worked on while carrying out an artistic activity. This strengthens a balance of both thought and mobility, and as a result, a final product is obtained.

In the same sense, it is stated that after putting the plastic arts into practice to develop fine psychomotor skills in children, a quite noticeable and beneficial change was evident, since the children showed significant progress, improving from 84% to 95% (Aguilaret al., 2020). In this way, it can be noted how once again the authors agree and demonstrate that school activities related to art are of great relevance to improve the development of motor skills in children.

Also, Castillo and Moreno (2022) cover that fine motor skills and artistic expression come to be associated in the educational process, mainly in the management of environments, materials and stimulations that children manifest through art, such as through drawing, coloring, use of various materials, showing the work of fingers, hands, concentration and visual coordination, this allows this expression to be accurately captured, from the simplest to the most complex of the artistic product that comprises or experiences the child. Motor and visual techniques are interconnected since they are essential in the development of children's skills in the first years of schooling; Therefore, it provides an improvement in cognitive and learning methods, which are enhanced through graphic and plastic exercises and specific aesthetic tasks.

According to Montessori (2018), artistic activities, such as clay molding or painting, allow children to develop hand-eye coordination, concentration and precision, crucial aspects for motor and cognitive development. The author raises a quite relevant point, as she indicates how, through modeling activities, two senses such as touch and sight are coordinated in children, which allows them to effectively develop motor skills.

Various positions have been presented based on Cultural and Artistic Education linked to the development of fine motor skills in the first years of schooling, in each of them they mention certain key aspects that direct us to an accurate and affirmative conclusion regarding motor development. worked from art, which allows the respective approach to the topic.

Conclusion

It is concluded that artistic activities are of utmost importance for the development of fine motor skills in the school context at the first educational levels such as initial and preparatory. Furthermore, artistic activities not only contribute significantly to the development of motor skills, they also help to develop both cognitive and social skills in children. Likewise, it was evident that the authors agree with their positions that motor skills also play an important role in social development, since children, by working

together to create an artistic project, develop the ability to share and socialize. Additionally, arts education helps children develop critical thinking skills that help them make informed decisions in their daily lives.

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