

92 - PEDAGOGICAL TOUCH: STRATEGY TO ACHIEVE BEHAVIOR VALUES IN STUDENTS.

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Introduction:

Throughout life, new learning is always acquired, it is known that who believes that knows everything, is who really is not aware of what it is to live. The human being goes through many stages of his life before reaching maturity and recognizing what things he is good at and in what respects it is important to make corrections.

When you decide to study to be a teacher, from that moment a professional and social commitment is accepted forever, also know that the knowledge acquired in Normal school will be passed on to many children and adolescents throughout their working life. Thousands of parents count on this and blindly trust each other with teachers, who train their children and promote an education for life in them.

Unfortunately, this distinctive profession has lost its value over the years, because this highly esteemed authority figure aspired to be seen as one who instructs and feeds not only the brain but also the heart with its humanism, it already seems not to exist in these times. Parents and students are faced with the knowledge and knowledge of a teacher, as if it was not enough to serve 30 people at the same time, each with different needs and abilities. Everyone hungry for scholarships and have that attention that often doesn't get it at home.

Parental thinking is also another of the characteristics to consider when you want to get an opinion on why students perform at school, because their ideologies so ingrained in past times can still be appreciated, as can machismo. It is usually when it does not allow boys to interact directly with girls, the ban on wearing certain colors or even going to the bathroom, the latter being considered a prerogative activity to the female nature.

The intervention that the educator can have in all these circumstances is crucial in the achievement of the teaching-learning process. The management that can be given and how to overcome every adversity your students present. The assertiveness you can have not only with students, but with parents who, in many cases, are euphoric about feeling that their time and investment with their children is not paying off. This interference is best derived when a person's place is taken; it is easier to understand a child if you remember those days when we would like to run and jump without tantrums, to think for a moment what we would like to hear for a while. adult at those times to regulate our behaviors. In a nutshell, you should never forget to be a child. It is easier for parents to understand if they put themselves in their shoes and to think that as parents they always want the best for their children and that many of the interferences these actors make always seek that benefit for their natives, though often the ways of acting are not correct or appropriate.

All of these aspects are reduced to a way of believing that teachers are primarily responsible for poor school performance. It is easier to blame teachers or a retirement than to understand that quite possibly their children have not only health problems but also psychological problems, they need the help of professionals, but accepting these difficulties is sometimes the trickiest thing before. to find a way as a whole that guides parents, teachers and students to create a purely quality education; An education that not only enhances a person's academic aspects, but which in turn can help and serve a society that has been greatly affected by many circumstances that are happening to us today. Corruption, the low profile teachers have today, the lack of ethics and morale of members who tend to see more for profit and non-educational interests. However, many of the teaching specialists in the classroom still feel this duty to teach, because for this profession, one is not made, born, you really need to have a vision and a conviction. Give up many things and privileges that might have been obtained with another college degree. Having to endure makeovers, a low economic takeover and of course the constant updating that always allows a lifestyle to return from education. That is why I find it extremely important that it is time to return to those days when someone could be proud to teach. Where parents also give this value and importance, where students understand that many of the things their teachers do are because they are really interested in gaining knowledge and being the change the country needs. But the alternation is in itself, it's in every teacher, teacher or educator who wants to make a difference, stops doing reliable things to please some, and starts doing amazing things to get their students to the end of the class, a semester or a school year, have these desires to continue studying and overcoming, creating in them the sense of seeing school as a challenge rather than an obligation. The change is in the teacher's being and acting, so I chose to work in the pedagogical sense. It is essential and fundamental that all future teachers become more self-critical in their pursuit of better academic performance and that in their quest to be a better teacher every day, they form the basis for the development of outstanding students.

Methodology:

When researching pedagogical tact, it is recognized the importance of having and mastering all aspects related to the performance of our work in physical education sessions, in order to know how to intervene at the right time. It focuses not only on the physical but also on the cognitive, but especially on student performance; create student-friendly learning environments such as respect, good treatment, encouragement, mutual support, enthusiasm and interest, safety, trust, open to suggestions, meaningful and clear about what will be accomplished. Planning is also essential, consistent with the work environment; where developing motor skills and operational intelligence is a priority, which means knowing what to do, how to do it, when, with whom and with changing environmental conditions. It is essential to use motor game as a didactic means of physical education; Playing is a pleasant and cathartic activity that does not respond to extrinsic goals and provides children with means of expression and

communication. It also provides cognitive, affective and social benefits that contribute to the formation and integration of corporeality and the construction of motor competence. Allow the differentiation between physical education and sport; It is about generating and guiding sport at school to develop motor skills, not to continue promoting its competitive approach (not competing to defeat the adversary to the detriment of positive values and attitudes). The aim of the educational sport is to test the different motor domains, to take advantage of the agon (feeling of overcoming obstacles, fears and uncertainties, knowing or facing each other and enjoying what was done), recovering the playful sense, promoting assistance. health, besides transmitting values, norms and ethical contents for social coexistence and teamwork, in the case of preschool, greater emphasis is given to play, since the sport is practiced at the following levels (primary and secondary).

The dynamic orientation of sports initiation; With this orientation, the sensation of overcoming obstacles, knowing or facing each other and enjoying the competition becomes a pedagogical end of physical education and the motive of sports initiation through three possibilities and didactic modalities: modified games, cooperative games. and sports initiation. Health promotion and care; It is important to highlight that the healthy benefits of physical activity are achieved by exercising it and not seeking high levels of athletic excellence or comparing one's own movements with those of another partner; Healthy benefits are achieved in the activity process, not in the product associated with the outcome. Physical education promotes health care for school-age children when teachers review the security offered by the space in which their students perform activities; take into account natural conditions, climate and climate when deciding where to work, what time and with which school age children; They act with sufficient flexibility and adapt their strategies for the benefit of the students.

The pedagogical touch of my judgment is applied at all times and everywhere, at some point in life, all are teachers to teach an experience, a profession or even to use some electronic device that is very common today. . You must first think about what you want to teach, followed by how you will teach (create a strategy), create an environment, and then try to teach knowledge from the basics and look for the simplest way. To transmit this knowledge, the educator must be sensitive and reflective, promote interventions (educational actions) that reward or stimulate; For this, he must make use of his "pedagogical touch", because in the task of educating a special sensitivity is required.

Everything that encompasses the pedagogical touch may seem very easy or simple concepts from the idea of describing it as teachers' performance and intervention; However, it goes further, as you cannot intervene without knowing how, even at some times It is better not to intervene. But how do you know when you are interested or not in what happens to students? What to do if you need our help? And most importantly, what will be my action in the face of adversity? Each of these questions is hampered by more complicated questions for our students, as the confidence generated will be of vital importance to timely interference.

Each child learns differently and their process may be slower or faster than another. Children's minds are extremely amazing, their ability to acquire knowledge is almost unique, their minds are always compared to a sponge, but unlike a sponge that has limited absorption, a child's mind is infinite, he will always learn and when taught according to what you can learn by creating appropriate environments that encourage this teaching-learning process and each of these agencies thinks and reacts very differently, so that one of the main challenges of teachers will understand these vicissitudes as normal and which in turn can be used as virtues that help students find their vocation in the future. With the study group, I was able to observe each of these different actions, thinking and reasoning each of the indications in a very particular way, some interpreting them in different ways from those given and sometimes exceeding expectations. We can't process each child the same way, it's our job to find the best of each child and use them to get the best version of them. "Judge a fish by its ability to climb a tree and spend the rest of its life thinking it is an idiot" - Albert Einstein

In the field of physical education, we must overcome the conception that they regard teachers in service as subjects who only appropriate and apply techniques in their daily actions. It is about seeing in the teacher a reflective professional, who reflects on his own practice and not just as a simple applicator of physical capacity circuits or training for the execution of sports fundamentals. This routine and repetitive practice must be transformed by a creative practice in which the subjects, actions, and ends undergo a transformation. Design teacher performance from the perspective of creative praxis (creative thinking and act) that encourages habits, skills, knowledge, skills, techniques, and a different meaning.

When it is finally understood that much of the expected learning is not achieved is due to the teachers' lack of tact, rather than mainly blaming the students, it can be said that a conscientious and self-critical teacher was created who understands that the way imparting conceptual, procedural and attitudinal knowledge goes hand in hand with the way you are with students and gives them the opportunity to grow, allowing them to fail sometimes, but knowing that their teacher will always be supporting them, and that is learning learning, especially when working with young children, patience and perseverance are one of the main weapons to be reckoned with, as French writer and aviator Antoine de Saint-Exupéry said: "All the people The older children went to principle. (Though few remember this) "If we treat children as we would like to be treated and taught, we can guarantee that we will get better results and that our work will always be done in harmony simply by being reflected in each of the Sons we teach.

Strategies that have existed throughout history have been applied repeatedly and have been modified according to the places or objectives in which they wish to be applied.

Teaching strategies define them as the procedures or resources used by the teaching agent to promote meaningful learning (Mayer, 1984; Shuell, 1988; West, Farmer and Wolff, 1991). In teaching strategies, we then understand a set of activities, techniques, and means that are designed according to the needs of their recipients, the goals pursued, and the nature of the areas and courses, all to make the learning process more effective.

This is why it is necessary to know different types of definitions about which teaching strategies are practically the same as teaching strategies; however, they change some things to semantic issues or the perspectives of each author. Likewise, know what types of strategies encompass learning strategies. The more they know each other, the easier it will be to impart knowledge to students, as there are a wide range of strategies to use according to the situation that requires it.

Didactic strategy: The concept of didactic strategy is involved in the selection of pedagogical activities and practices in different formative moments, methods and resources in the Teaching - Learning processes." (Velazco and Mosquera 2010)

Physical education sessions are conducted with the intention of promoting values that enable students to know and apply them in their daily lives and create an awareness that encourages them to be good people, and apply touch use it as the main strategy in the search for improvements in the regulation of their behaviors.

In the following, I will describe the example of a class to promote positive values and behaviors that are part of a teaching unit and thus a didactic sequence.

Promoting Healthy Living Through Play: The purpose of this session is to observe students' social behaviors as well as the extrinsic and intrinsic problems to which children are exposed daily to school and to prevent learning within the school. training field in the aspects of coordination, strength and balance.

Favored Competence: Uses objects and work tools that allow you to solve problems and perform various activities.

Expected Learning: Freely explore and manipulate work objects, instruments, and tools, learn what they can be used for, and practice safety measures to adapt when using it.

Its content is: conceptual when analyzing behaviors, attitudes and performances, procedural in the development of reflective thinking and attitudinal respecting the decisions of their peers.

Session one: Pedagogical intention: to observe, denote and describe behaviors and attitudes through games.

Start: Oh! (singing game)

Development: Sow and harvest and birds and their eggs. (Games)

Closing: Sky and Pampas. (Games)

Session 1: Training Camp. Physical development and health.

Appearance Coordination, strength and balance.

Competency that favors you: Uses objects and work tools that allow you to solve problems and perform various activities.

Expected learning: Explore and manipulate work objects, instruments and tools freely, learn what they can be used for, and practice safety measures to adapt when using it.

Pedagogical intention: to observe, denote and describe behaviors and attitudes through games.

Teaching Styles Motor assignment and guided discovery.

Teaching strategies Singing, symbolic games and open session.

Educational material: Cones, baskets, balls of different sizes.

Beginning: I will begin by welcoming you, saying good morning, asking you about your mood and motivating you, challenging you and starting the class with a song called ¡Ay! Children repeat this cry when required. I will begin by teaching him (symbolically) that I have a nail in my left hand and a hammer in the other. They will be asked about all security measures that need to be implemented when using these objects. Each time you hammer, students clap once. The intensity of the applause will increase as the rhythm is hammering. When I hit my finger with the hammer, the students scream, unfortunately! I will continue with the song saying, unfortunately, alright. The pain came to my head, everyone grabs their head with their hands and screams, unfortunately! Ay ayyy. Variability of motor practice. I will ask you what other parts of the body you can take so that the pain is passed to this area and say Oh! According to your proposals, I will sing. They will move in after saying oh! At one end of the court. Development: Sow and reap. I will place them in the designated court line to explain what the activity consists of. I will give you a choice between cones and small baskets for them to use without knowing what they will do with them. I will have a box with lots of balls, which will help me to distribute the balls across the field. In this symbolic game, I will be the foreman of the farm and the whole field will be sowing. When instructed, they take the balls (harvest) with the container they choose. When everyone has balls, they will be dumped back into the box (they will sow). I will observe the manner in which they perform the activity, that the achievement is achieved and that the students do not exceed the limits set for their safety; At all times I will mention the importance of not performing contraindicated exercises at the moment of flexion. their balls and they have to respect if a teammate caught a ball that maybe he wanted. Variability of motor practice. Those with cones will use baskets and those with baskets. I will ask about new ways to harvest using materials other than the previous ones. I will place two boxes that will be located in the corners of the court to select one where they want to plant their crops to stimulate decision making.

Little birds and their eggs. I will provide vinyl balls, which will symbolize an egg that you will take care of. They will move you from one side of the court to the other in different ways they are proposing; I will give indications of how they would do so if no one proposed any situation. The goal is for them to use the ball in different ways and always take care of it, and to respect decisions and twists when their teammates come up with ideas. I will always emphasize the care that should be taken when performing the exercises, the ball will not be thrown unless it is determined, not sucked in or used to hit your teammates, also in respecting the decisions that take your classmates. When choosing a proposal, they will wait for your turn and I will choose the proposal of the child who is paying attention to my instructions. Variability of motor practice. The ball will not necessarily be an egg if it is not what they suggest, but care and protection are needed. Some examples, a baby, a little brother, his toys, personal effects, etc. I will propose a debate to ask why they chose these contexts, these situations and made these decisions. Your answers will affect the diagnosis of this session.

Closing: sky and pampa. Standing on a designated line of court, I will begin with the close of the session, use the sky and the pampas. Children repeat and perform actions according to the slogan or situation presented. When he says heaven, they'll extend one arm up, pampa, will extend the same arm down. Under the sky, they crouch, an ombu, put their hands on their heads, above the ombu, a horse, clap their thighs with their palms to mimic the sound of a horse galloping under the horse, a puppy they will spread their legs and put their hands between them to clap and bark like the animal, and above the puppy some fleas, I will tickle the stomach area and encourage them to perform the same action with all their mates. In the end, as part of the closing, I will ask them about everything they learned in the session and contextualize their responses, the things they do in their homes with materials, tools and instruments, and emphasize that everything we learn should be put into practice. practice in everyday life.

Results:

At the end of this work, over 16 sessions, which worked on values and principles that will create awareness to be better people during the training process in preschool education.

Its improvement has been achieved, all kinds of didactic strategies have been implemented to achieve each and every expected learning; We worked closely with the group teacher who was aware of all the recreational activities related to each of the students, where Parents and other school staff were involved as a principal and, in some cases, as other teachers, doing multidisciplinary work; Therefore, we can say that the pedagogical touch was the main strategy used, since it was intended not only to find an improvement in the students, but also the teaching performance, after the application of the didactic proposal, so that, in the end, we not only have children with good school performance, who know how to regulate their behavior and who appropriate a new attitude. different skills; but we also find a more prepared teacher who understands the meaning of physical education and puts more emphasis on basic education.

Conclusions:

After hard work with group teachers, parents, administrative and administrative staff of the "Dalia de las Cuevas de Rivero" kindergarten in 16 sessions, an improvement has been achieved in the school that will allow them to have meaningful learning for the rest of their lives. lives. (particularly from the 3rd group C) through the implementation of the pedagogical touch, because it is always and will be the most important for any teacher, because knowing and applying it will help to have a more objective relationship with each of the students that will allow this. In this way, create a link that guides the student-teacher-parent

relationship so that it is closer and that the teaching-learning process is achieved in any grade based on program monitoring at that level.

Discussions:

Through the work done in each of the sessions we worked on, we were able to realize the relevance of testing all things learned in the race, and understanding and accepting that teachers should and should change our attitude, to accept that you never finish. learn, or you never know everything from that, I could see that in order to improve our students' learning, we must be consistent with our opinion and actions, to keep updating day by day, involving and involving parents in children's learning, complementing common education, with the development of socio-emotional learning.

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PEDAGOGICAL TOUCH: STRATEGY TO ACHIEVE BEHAVIOR VALUES IN STUDENTS.

Summary:

The importance of applying pedagogical tact with their respective derivatives to identify, encourage and use moral and universal values, which allow the teaching practice in physical education with responsibility and co-responsibility, when carrying out a multidisciplinary work, in which we involve the physical education teacher -group-student-parents-managers and administrative teachers who lead our students, to have positive behaviors that allow them to have a better coexistence in school, at home and interact freely and autonomously through the sessions of physical education.

Keywords: pedagogical tact, students, co-responsibility

PEDAGOGICAL TOUCH: STRATÉGIE POUR ATTEINDRE LES VALEURS COMPORTEMENTALES DES ÉTUDIANTS.

Résumé:

L'importance d'appliquer un tact pédagogique avec leurs dérivés respectifs pour identifier, encourager et utiliser des valeurs morales et universelles, qui permettent à la pratique de l'enseignement en éducation physique avec responsabilité et coresponsabilité, lors de la réalisation d'un travail multidisciplinaire, dans lequel nous impliquons le professeur d'éducation physique. les groupes-élèves-parents-gestionnaires et les professeurs d'administration qui dirigent nos élèves vers des comportements positifs leur permettant de mieux coexister à l'école, à la maison et d'interagir librement et de manière autonome au cours des séances de éducation physique.

Mots-clés: tact pédagogique, étudiants, coresponsabilité

TACTO PEDAGÓGICO: ESTRATEGIA PARA LOGRAR VALORES CONDUCTUALES EN LOS ALUMNOS.

Resumen:

La importancia de aplicar el tacto pedagógico con sus respectivos derivados para identificar, fomentar y utilizar valores morales y universales, que permitan la praxis docente en educación física con responsabilidad y coresponsabilidad, al realizar un trabajo multidisciplinar, en el que involucremos al Docente de educación física-docentes de grupo-alumno-padres de familia-directivos y administrativos que lleven a nuestros alumnos, a tener conductas positivas que les permitan tener una mejor convivencia en la escuela, en casa y relacionarse de manera libre y autónoma por medio de las sesiones de educación física.

Palabras clave: tacto pedagógico, alumnos, coresponsabilidad

TOQUE PEDAGÓGICO: ESTRATÉGIA PARA ALCANÇAR VALORES DE COMPORTAMENTO EM ESTUDANTES.

Resumo:

A importância de aplicar o tato pedagógico com seus respectivos derivados para identificar, incentivar e utilizar valores morais e universais, que permitam a prática docente em educação física com responsabilidade e coresponsabilidade, ao realizar um trabalho multidisciplinar, no qual envolvemos o Professor de Educação Física -grupo-aluno-pais-gerentes e professores administrativos que lideram nossos alunos, a ter comportamentos positivos que lhes permitam ter uma melhor convivência na escola, em casa e interagir livremente e autonomamente através das sessões de Educação Física.

Palavras-chave: tato pedagógico, estudantes, coresponsabilidade