



Comprehensive Training in the Language, Affective and Social Development of Children at the Santa Martha Child Development Center in Chone Canton in 2022



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Abstract

The problem of this research is to analyze the comprehensive education provided to children, causing a limitation in their normal physical and mental development. From this contradiction, this work is presented, which aims to analyze the influence of the integral formation of the child in the development of language, affective and social of the Child Development Center "Nidito de Ternura" in Santa Marta of the Chone canton in 2022. For this, bibliographical and exploratory research was used, through which truthful sources were investigated, whose information was analyzed under the analytical-synthetic method. In addition, data were obtained through the information collection instruments, which were tabulated and interpreted using the statistical method. A survey was applied to parents and educators, and an observation sheet for children. From the analysis of the research literature and the quantitative data obtained, the result was that comprehensive training positively influences the development of language and the socio-affective aspects of children.

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1 Introduction

The research was based on determining the comprehensive training of the children of the "Nidito de Ternura" Child Development Center in Santa Marta, Chone canton in 2022, taking into account that it is about strengthening those orientations around the role that both parents As teachers, they must carry out to implement integrating activities that encourage the correct development of their physical and mental personality in the little ones. Integrally educating children supposes a shared responsibility, integrating families and the community within the role that the school fulfils as a trainer of humanistic, critical, reflective, autonomous individuals and, above all, capable of facing the challenges of society (Gil & Sanchez, 2004).

Comprehensive training is fundamental for the development of the linguistic, social and affective areas, since; with this, an adequate environment is created for learning new experiences (Valles, 2010). Language allows communication and interaction between human beings, promoting social relationships and affection. For this reason, it is necessary to carry out recreational or play-work activities that allow children to develop this type of action, which throughout their lives helps them build their identity, allowing them to function autonomously within society.

The problem of this research is to analyze the comprehensive education provided to children, causing a limitation in their normal physical and mental development. From the conceptualization of the integral formation and the development of the social and affective language, some investigations carried out in other countries are presented, that is how; In Nicaragua, national early childhood policies ensure early childhood education (Guo, 2018).

Within this framework, child care programs are worked on in child development centers, which has made it possible to generate organized spaces in vulnerable areas, where comprehensive care is provided to boys and girls under 6 years of age. With this, Nicaragua seeks to provide quality training and warmth from an early age to contribute to efficient child development. These centers provide health care, nutrition, and education services, among others, ensuring the growth and development of infants (Information System on Educational Trends in Latin America, 2019).

In a study carried out in Nepal, it was shown that childcare programs contribute to a comprehensive education in children, both cognitively and socially and emotionally (Newman, 2007). Thus, it was found that 95% of boys and girls who had participated in early childhood care and education program went on to primary school and obtained good school performance, showing that the comprehensive training programs carried out in the Child Development Centers (CDI) improve access to primary school and school progress.

In Honduras, it is another of the countries that join the implementation of public policies focused on providing comprehensive training in early childhood, for this they also have CDI where they care for children under 4 years of age, in these centers care is provided to children, where the staff that works there creates the necessary environment to ensure that children acquire skills, abilities and knowledge according to their age. For this, we work with suitable curricular activities to promote the correct development in children (Leticia et al., 2021).

Particularizing the analysis of the subject, it is pointed out that the comprehensive education of children in Ecuador, in recent years this country has taken into account the need to provide quality care in early childhood, therefore; The Ministry of Economic and Social Inclusion (MIES) declared comprehensive child development as a priority policy of the Ecuadorian state, which is universal and mandatory. Within this policy, the creation of programs aimed at comprehensive training in early childhood is sought, seeking the development of new intellectual, affective and social skills that allow education to new generations according to the challenges of the 21st century (Ministry of Economic and Social Inclusion, 2013).

In this sense, it can be inferred that Ecuador is working to provide the importance that comprehensive training in early childhood requires, however; This country only allocates 3.60 of the Gross Domestic Product (GDP) for the financing of educational programs in education in general and those destined for the education of early childhood children in particular (Curcio, 2017). Based on this data, it is interpreted that Ecuador should allocate more resources to educational issues and especially to promote programs where children of all ages can have access to comprehensive education, strengthening the physical, emotional and social skills that will form them. deal with the problems and challenges of the context in which they operate (Adams & Rohacek, 2002; Heisner & Lederberg, 2011).

Based on what was stated in the previous paragraph, it is clear that; Ecuador still needs to work hard to improve training in early childhood. The CDI must be conditioned in the best possible way, with all the necessary materials and resources to provide quality education (Kpohoue, 2018). The teaching staff that works there must be constantly trained so that they use appropriate curricular activities to promote new abilities and skills in children. For this reason, this research work arises from the inconveniences observed, in terms of the difficulties that sometimes arise in the CDI to achieve comprehensive training. Sometimes this may be due to the demotivation or lack of training of the educators, or lack of collaboration on the part of the parents, to improve the education of their children.

From these possible contradictions, the importance of developing this research is described, where information is provided on how the CDI "Nidito de Ternura" of Santa Marta in the Chone Canton is working, knowing the strategies and tools used to achieve a comprehensive with boys and girls; In addition, it discloses the activities that educators use to achieve an adequate development of affective and social language in children (Párraga et al., 2018).

The research contributes to improving teaching practice, providing knowledge to teachers to use the methodologies presented to achieve quality training in children with the constant support of parents who are a fundamental pillar in this educational stage. also to deal with issues that are relevant to educators, providing them with new educational horizons, based on the fulfilment of the objective of the same, which pursues: to analyze the influence of the integral formation of the child in the development of language, affective and social of the Child Development Center "Little Nest of Tenderness" of Santa Marta del Cantón Chone in 2022.

2 Materials and Methods

To carry out this scientific work, bibliographical and exploratory qualitative research was used, from which they investigated articles from scientific journals, indexed in databases such as Redalyc, Scielo and Dialnet; Pdf files, books, and truthful websites, which provided efficient information to support the theoretical body of this document. For the exhaustive analysis of the information, the analytical-synthetic method was used, through which the key ideas were extracted to give relevance to the writing. For the data collection, we worked directly with the Analysis Units, it was applied as information collection instruments; a survey with multiple-choice questions, to 36 parents, to analyze their commitment and collaboration in the education of their children. The questions were semi-structured multiple-choice questions that were asked of 5 educators from the CDI "Nidito de Ternura" in Santa Marta, Chone canton, to show how they develop comprehensive education in children and how they work on the development of effective and social language with them (Ramos et al., 2018).

An observation sheet was implemented for 36 boys and girls from the center, with which it was possible to show whether the applied curricular activities promote their comprehensive training and the degree to which they have developed their affective and social language thanks to the strategies applied by the educators. We worked with a population made up of 36 parents, 5 educators and 36 boys and girls, the same population that, being small, was used in its entirety as a sample. For the tabulation and interpretation of the data, the statistical method was used, allowing the information to be organized through tables that summarize the results obtained, which allowed reaching the conclusions of the work carried out (Hernández et al., 2014).

3 Results and Discussions

Describes the importance of comprehensively training children in early childhood and analyzing the activities that can be applied to develop the language, social and affective parts of infants, which is necessary for their adequate development; In addition, the results obtained from the application of the data collection instruments are presented, the same ones that are contrasted with ideas and assertions of other researchers, thus giving an argument to this work.

Comprehensive training in early childhood

It is necessary to strengthen the training and comprehensive care of children (Cárdenas, 2016) since this allows forming individuals with good physical, cognitive and socio-emotional development, for this, it is necessary to carry out work in educators together with parents, working hard to implement appropriate actions and activities to achieve the development of basic skills for children, skills that favour their autonomy, identity, self-esteem and socialization skills necessary to generate significant learning through from the interactions and exchange of experiences.

Children in the first years of life face an important process of growth and development in their physical, motor-intellectual, and socio-emotional dimensions. At these ages, the children's brain is constantly evolving, having great brain plasticity that allows adapting to changes in the environment, so it is assumed that the child is an active builder of his learning and this is achieved with the support of his family and teachers Comprehensive training is a set of actions aimed at encouraging and promote an adequate environment for the acquisition of suitable learning that allows children to satisfy their needs and solve problems. A comprehensive education refers to an education capable of taking

into account the different rhythms and learning styles of each child. an education that puts the child as the protagonist of learning, developing their creativity and their different types of intelligence, so that they can Become according to their talents and be functional to solve problems of society, this training must be provided from the first years of life, to achieve young people and adults with basic abilities, skills and competencies for life (Korthagen et al., 2006; Robinson & Sexton, 1994; Evans, 2008).

Development of socio-affective language in early childhood

This represents the communication instrument par excellence, it is a fundamental means for the personal, cognitive, affective and social development of a child. Language is an efficient and effective resource for the acquisition of new learning and experiences, both teachers and parents must work on language strategies to facilitate good development in children (Calderón, 2016). Figure 1 shows the evolution of language skills in children from 0 to 6 years old:

From 0 to 6 months	From 6 to 12 months	From 12 to 24 months	From 2 to 4 years old	From 4 to 6 years old
Communicates with crying, smiling, and babbling.	He says his first words: mom, dad.	He starts linking words even though he gets it wrong frantically.	His language is almost perfect, he can still present some problem with some phoneme or stuttering.	Can express emotions and feelings.

Figure 1. Language development in children from 0 to 6 years old
Source. Taken from Early Childhood Learning, for My Early Childhood, 2022

As can be seen from the researched literature, language development in early childhood goes through several stages, ranging from 0 to 6 years old, when the child is supposed to be able to handle a better language to communicate. Sometimes language problems can appear that can affect this normal development, such as dyslalia, dyslexia, and dysphemia, among others; that markedly affect language in children. In a correct evolution, language begins from 0 to 6 months, when children communicate with tears and smiles. Then it goes to the period from 6 to 12 months where the infant begins to pronounce his first words to communicate.

From 12 to 24 months the child tries to put words together to form sentences, but these may lack coherence because the child frequently makes mistakes. Between the ages of 2 and 4, the infant handles almost perfect language, but may still stutter when trying to communicate. And from 4 to 6 years old, a few more structured sentences are used, through which children express their emotions and feelings. Socio-affective development is found in this stage of children, which also influences their comprehensive development. The importance of working on correct socio-affective development in children lies in the fact that these aspects are directly related to the acquisition of various learning that the child carries out (Colonnesi et al., 2010; Özçalışkan & Goldin-Meadow, 2005; Hoff, 2006).

Starting from the interrelation of intellectual factors, which allow the understanding of new information; emotional factors, which determine the interest in learning and in the tasks that are carried out, the pleasure in the work carried out and the satisfaction in the acquisition of the proposed objectives; and social factors, which are a motivating entity for children to carry out work dynamically and within a framework of collaboration with other children, where social learning occurs from peer interaction (Martínez, 2022). From this brief analysis and making clear the importance of correct socio-affective development in early childhood, figure 2 presents the stages through which the evolution of affective and social aspects in infants from 0 to 6 years goes through. of age:

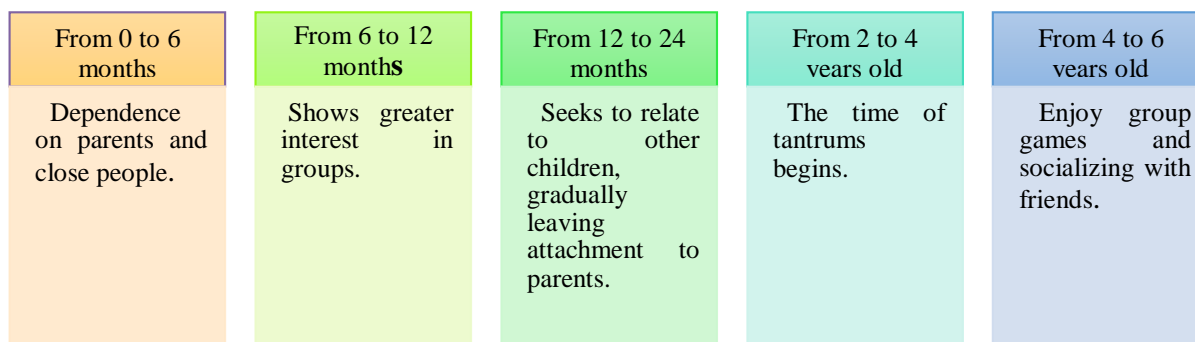


Figure 2. Socio-affective development in children from 0 to 6 years old
Source: (My early childhood, 2022)

Observing the information presented in figure number 2, it is evident that socio-affective development goes through several stages in early childhood. Thus, in children from 0 to 6 months, infants have a great dependence on their parents and the people around them. In the period from 6 to 12 months, infants already show more interest in groups, they like to be surrounded by more people. From 12 to 24 months, children try to relate to other infants and leave attachment and dependence on parents. Between the ages of 2 to 4, the tantrums begin and the frequent questions about the reasons for the things they experience. From 4 to 6 years old, children already enjoy games and working in groups, because they are already adapted to socializing with their peers. It should be noted that this occurs in normal socio-affective development, since; It must be considered that these stages may be delayed if the child presents a disorder that affects this development, such as autism spectrum disorder, which makes socialization with other individuals difficult. Once the data collection instruments have been applied, once the information has been analyzed and tabulated, the main results obtained are disclosed, where the main opinions of 36 parents and 5 CDI educators are compiled, and where the behaviour related to language development and socio-affective aspects of 36 boys and girls who were observed. Table 1 shows the percentages of joint work carried out by teachers with parents to contribute to the education of children.

Table 1
Collaboration of parents to improve abilities and skills in children

Alternatives	Frequency	Percentage (%)
Always	4	11
Almost always	5	14
Sometimes	27	75
Never	0	0

75% of the parents surveyed stated that they sometimes collaborate with the comprehensive education of their children and the development of their abilities and skills, while 14% said that they almost always do it and 11% said that they always help in the education of their children. From this, it is interpreted that, even though parents collaborate on the education of their children, a little more commitment is needed so that said support is constant and improves the skills of boys and girls. Table 2 shows the percentage in which the teachers of the CDI "Nidito de Ternura" use different strategies and exercises to develop the linguistic part of the children and improve their communication skills.

Table 2
Application of exercises for the development of oral language in children

Alternatives	Frequency	Percentage (%)
Yes	1	3
No	35	97

97% of the respondents said that they do not apply exercises in their homes to promote the development of oral language in their children, while 3% indicated that they apply them. From this it is analyzed that it is necessary to develop greater knowledge in parents about strategies and exercises so that they can be applied at home and thus contribute to the development of language in infants, working together with teachers to strengthen the necessary skills for a comprehensive education. Table 3 shows the percentage in which teachers apply tools to develop the socio-affective part of children and thereby improve their comprehensive training.

Table 3
Strategies for socio-affective development in children

Alternatives	Frequency	Percentage (%)
Almost always	3	8
Sometimes	17	47
Never	16	44

47% of the respondents indicated that they sometimes apply strategies at home to develop the socio-affective aspect in their children. children, while 44% said they never apply them and 8% said they apply these strategies almost always. With this, it is inferred again that parents need to be trained through workshops so that they know the importance of applying strategies for socio-affective development in children and improving their teaching-learning process. Table 4 shows the frequency with which teachers apply activities to strengthen the socio-affective part in children and thereby work on the self-esteem and autonomy necessary for the development of their personality.

Table 4
Development of activities to promote the socio-affective aspect in children

Alternatives	Frequency	Percentage (%)
Almost always	3	60
Sometimes	2	40

60% of the educators surveyed stated that they almost always develop activities to promote the socio-affective aspect in children, while 40% said that they sometimes apply such activities. With this, it is interpreted that thanks to the strategies that are applied to promote the socio-affective aspect, children can promote their skills, strategies and competencies necessary to solve problems. Table 5 presents the tactics used by teachers to develop the linguistic part in children, with these strategies the social and communicative part among students is strengthened.

Table 5
Strategies to promote language development in children

Alternatives	Frequency	Percentage (%)
Group work	2	40
Games and puppet theatre	3	60

60% of educators said that they use games and puppet theatre as strategies to promote language development in students, while 40% stated that they use group work. From this information, it is inferred that several tools are at the service of teachers to strengthen their teaching practice and provide comprehensive education, improving learning processes in children. Table 6 shows the strategies used to work on socio-affective skills, thereby strengthening the socialization of students from the generation of new learning experiences.

Table 6
Improvement of socio-affective skills in children

Alternatives	Frequency	Percentage (%)
Group dynamics	1	20
Game work	1	20
Artistic and recreational activities	3	60

60% of the respondents stated that to improve the socio-affective skills of children they use activities artistic and playful, while 20% said they use group dynamics and another 20% said they use work games. From this, it is analyzed that educators use some strategies to promote social and affective skills in students, which allows them to acquire new knowledge through interaction and exchange of experiences. Table 7 shows the percentages of how children express themselves using their gestures and movements and this is evaluated by how infants handle the part of their language development and how they communicate.

Table 7
Expression of desires in children, through gestures and movements

Alternatives	Frequency	Percentage (%)
In process	12	33
Not successful	24	67

67% of the children observed showed that they cannot express their desires and needs through gestures and movements, while 33% showed that they are in the process of achieving it. From this, it is interpreted that the lack of support from parents and the little application of strategies to favour the language of children, has affected the linguistic ability that they present. For this reason, it is necessary to work together between teachers and parents to improve the education of boys and girls. Table 8 shows the percentage in which the children handle the interactive and socialization part among themselves, with this it is shown how they have developed their socio-affective part and thus be able to work on it in a better way.

Table 8
Interaction and socialization with other children in recreational and curricular

Alternatives	Frequency	Percentage (%)
Masters the achievement	6	16
In process	20	56
Does not achieve it	10	28

56% of the boys and girls observed showed that they are in the process of driving interaction and socialization with other children in recreational and curricular activities, while 28% showed that they do not achieve this skill and 16% showed that they master achievement and have mastery of social skills. From these and interprets that it is necessary to promote the development of socialization and interaction between boys and girls, for this, various strategies must be applied to achieve it and promote meaningful learning. Table 9 shows the extent to which children manage their emotions and that of others, thereby evaluating their emotional intelligence, which also influences the development of their socio-affective side.

Table 9
Expression and recognition of own emotions and those of others

Alternatives	Frequency	Percentage (%)
Masters the achievement	4	11
In process	18	50
Does not achieve it	14	39

50% of the boys and girls observed showed that they are in the process of mastering the ability to express themselves and recognize their own emotions and those of others, while 39% showed that they did not achieve this skill and 11% showed that they dominate this achievement. From this it is interpreted that a large percentage of boys and girls have developed their affective skills, which allows them to manage their emotions, this is essential to develop skills and competencies to manage and solve problems and face the challenges of society (Pabst et al., 2020; Samson et al., 2016).

From the results obtained, it was evidenced that comprehensive training is essential for the development of language and socio-affective skills in early childhood, from this it is sought to develop children's abilities, skills and competencies necessary for life and to face the challenges of society. Here the CDI and the staff who work here play a very important role, because in these spaces an ideal climate for meaningful learning is created. This agrees with what was expressed by (Díaz & Quiroz, 2013), who assures that a comprehensive education influences the full development of the personality of children, forming them as active entities to participate in a social context, where they can demonstrate all their talents, potentialities and skills, allowing them to face problems and seek different solutions. This in turn is supported by the idea that comprehensive education in children enhances social skills and cognitive, emotional, physical and cultural skills favourable for life, a good education at an early age allows the achievement of skills, abilities, competencies and learning necessary for the correct development of human beings in later ages (Santi, 2019).

Another of the results obtained shows that the parents of the CDI "Nidito de Ternura" of Santa Marta in the Chone canton do not collaborate enough with the comprehensive education of their children, since 97% do not apply strategies to develop their language skills. On the other hand, it was shown that 44% do not promote activities in the homes to strengthen socio-affective skills in children. Given this, it was analyzed that children have problems expressing their needs, limiting the correct development of their communication with people around them.

To the aforementioned, Díaz (2015), states that the role of the family is very important for an integral formation and the development of skills in children, this allows an adequate effective, biological and moral development in infants, which is good for the acquisition of significant learning. This agrees with what was expressed by Suárez & Vélez (2018), who affirm that the role played by the family is fundamental for the social and affective development of children, for this reason, there must be joint work with the teachers, to educate in values and in an integral way to the little ones, teaching infants to interact with others, to manage interpersonal relationships and to act harmoniously in society.

In addition, it was evidenced that the educators of the aforementioned CDI, develop 60% of activities to improve the socio-affective aspect in boys and girls, relying on strategies such as word games, group dynamics and the application of artistic and recreational activities. to improve socio-affective skills in children. This is positively evidenced by noting that the infants observed had good interpersonal relationships with their peers and could manage their emotions. In addition, it was evidenced that educators use methodologies such as group work, games and puppet theatre for the development of language in infants. This efficient activity of the educators of the CDI is supported by what was published by the MIES (2021), where it was indicated that a large percentage of educators have been trained on comprehensive child development, with this it seeks to strengthen the capacities and abilities of professionals, to provide quality education to children. On the other hand, the importance of the CDI in the education of children is highlighted, since these spaces generate ideal conditions to promote the comprehensive development of infants, always with the necessary and timely participation of families (Ministry of Education of Colombia, 2018).

4 Conclusion

La aplicación de una formación integral influye de manera positiva en el desarrollo del lenguaje y los aspectos sociales y afectivos de los niños del CDI de Santa Marta del Cantón Chone, permitiéndoles a los infantes comunicarse de manera correcta y desarrollar nuevas experiencias de aprendizaje a través de la interacción con sus semejantes. En su mayoría los padres de familia del CDI "Nidito de Ternura", no aplican estrategias en casa para desarrollar las habilidades lingüísticas en sus hijos y no fomentan actividades para mejorar las habilidades sociales y afectivas en los infantes, debido posiblemente a la falta de conocimientos o falta de tiempo para hacerlo, lo que dificulta el trabajo en conjunto con las educadoras para mejorar la formación integral en los pequeños.

Las educadoras del CDI "Nidito de Ternura", aplican diversas metodologías para mejorar las habilidades de lenguaje en los niños y niñas. Además, implementan actividades para fortalecer los aspectos socio afectivos en los infantes, brindando una educación integral acorde a la primera infancia. Algunos de los niños observados tienen inconvenientes con las habilidades comunicativas y de expresión, sin embargo, otros muestran más desarrollo en sus

habilidades sociales, siendo así que, ellos manejan buenas relaciones sociales, y les agrada interactuar con otros niños, siendo capaces de gestionar sus emociones y reconocer los sentimientos de los demás

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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