

## Accompanying the integral development of linguistic skills for language acquisition in children in early childhood education



**Acompañamiento al desarrollo integral de las habilidades lingüísticas para la adquisición del lenguaje en los niños y niñas de educación inicial**

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### Abstract

In this work of analysis of the linkage project, the focus was on "Accompanying the integral development of language skills for the acquisition of language in early childhood education". Listening, speaking, reading and writing are the four important linguistic skills that must be mastered in order to communicate effectively. For the

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### Sinergias educativas

July - September Vol. 7 - 3 - 2022  
<http://sinergiaseducativas.mx/index.php/revista/>  
eISSN: 2661-6661  
revistasinergias@uteq.edu.ec  
Page 67-84  
Received: March 12, 2022  
Approved: May 11, 2022

purpose of selecting the beneficiary population for the project, the population of zone 8 of the Tarqui parish in the province of Guayas was considered. The general objective of the project is to provide an integral education of language skills for the acquisition of language in children in early education, through the application of direct strategies of sensitization, pedagogical accompaniment and exchange of experiences with those involved. The research methodology applied in the project was qualitative-quantitative, with the techniques and strategies of inquiry, as a result it was obtained that cognitive activities, group dynamics, body expression, role playing, art techniques and creativity will be performed to properly apply the contents of phonological awareness, stimulating the meta-phonological skills and thus ensuring the reading success of children, it is proposed to apply the training methodology with humanistic approach and multisensory method.

**Keywords:** accompaniment integral development, linguistic skills, initial education.

### **Resumen**

En este trabajo de análisis del proyecto de vinculación se enfocó sobre el “Acompañamiento al desarrollo integral de las habilidades lingüísticas para la adquisición del lenguaje en los niños de educación inicial”. Escuchar, hablar, leer y escribir constituyen las cuatro habilidades lingüísticas importantes que se deben dominar, para poder comunicarse con eficacia. Para efectos de selección de la población beneficiaria en el proyecto, se consideró a la población de la zona 8 de la parroquia Tarqui provincia del Guayas. El proyecto tiene como objetivo general proporcionar una educación integral de las habilidades lingüísticas para la adquisición del lenguaje en niños de educación inicial, mediante aplicación de estrategias directas de sensibilización, acompañamiento pedagógico e intercambio de experiencias con los involucrados. La metodología de investigación que se aplicó en el proyecto fue de corte cuali-cuantitativo, con las técnicas y estrategias propias de la indagación, como resultado se obtuvo que se realizarán actividades cognitivas, dinámicas grupales, expresión corporal, juego de roles, técnicas de arte y creatividad, para aplicar adecuadamente los contenidos de conciencia fonológica, estimulando las habilidades meta fonológicas y de esta manera asegurando el éxito lector de los niños, se propone aplicar la

metodología formativa con enfoque humanístico y el método multisensorial.

**Palabras claves:** acompañamiento desarrollo integral, habilidades lingüísticas, educación inicial.

## **Introduction**

The problem addressed in the analysis of the project of linkage with society is to improve the Linguistic Diversity through the "Accompanying the comprehensive development of language skills for language acquisition in children in early education" that affects the cognitive maturity in the axes of development and learning in the development of expression and communication in the field of Early Education, in the areas of development and learning of children from 0 to 3 years old and 3 to 5 years old. Therefore, the learning expectations that are required to be reached in each educational sublevel are oriented, making it possible to achieve the exit profile. The learning objectives are derived from these. Their formulation is defined according to each of the areas. Therefore, this academic problem marks a considerable gap between education that is learning to know, learning to do, learning to live together, learning to be.

It is necessary to state the achievement of the skills to be attained in a given period of time. They are explicit intentions of what is expected to be achieved through educational action. The Skills in a similar line to the other educational levels, which are expressed by answering the question "What should children know and be able to do? These skills will be graded and will respond to the individual potentialities of children, respecting the characteristics of evolutionary development and taking into account cultural diversity.

For children from 0 to 2 years of age, skills are understood as the estimated references that show the progressive level of development and learning of the child, whose purpose is to establish a systematized process of stimulation that will allow maximizing their development, while for children from 3 to 5 years of age, the skill is the set of skills, knowledge, attitudes and values that the child will develop and build, through an intentional pedagogical process of accompaniment. The process of skill development is continuous and progressive, which implies that the age ranges proposed for the formulation of these skills are estimated ages, since the achievement of the skill will depend on the learning pace of each child. Under no circumstances will these ages be considered as rigid criteria.

Therefore, it should be overcome as soon as possible with a great sense of responsibility in the teaching and learning process, to improve the shortcomings that may occur in these sub-levels of initial 1 and 2 that is in the acquisition of language, expression and communication that children from 0 to 5 years can aggravate the internalization of knowledge, which causes a lack of interest in the learning process causing difficulties in the part of language skills. Therefore, this educational problem marks a considerable gap between education, which is learning to know, learning to do, learning to live together, learning to feel. Where it should be both stimulated and accompanied to improve knowledge.

Three axes of development and learning are proposed for all early education, each one of them encompassing different areas proposed for each educational sublevel. The axes of development and learning will be:

Expression and communication, with the following sublevels: Children from (0 to 3 years old) For the Initial 1 sublevel of this axis, the areas of verbal and nonverbal language manifestation are derived. Manifestation of verbal and non-verbal language. This area develops aspects related to language acquisition, addressed both in its structuring function (guttural signs, babbling, monosyllables, two- and three-word sentences) and in its mediating function of communication through different forms of language. Another aspect considered is the increase of vocabulary used by the child, in order to satisfy his basic needs, to express his desires, thoughts, emotions, to move from egocentric language to social language.

Children from (3 to 5 years old) For the sub-level Initial 2, the domains of comprehension and exploration of language. Language comprehension and expression. In this area, the development of children's language is enhanced as a fundamental element of communication that allows them to externalize their thoughts, ideas, desires, emotions, experiences and feelings, through verbal and non-verbal symbols and as a means of relating with others, using the manifestations of various languages and languages. Of great importance is the treatment of linguistic awareness, which is intended to lay the foundations for future reading and writing processes, as well as for an adequate development of pronunciation in children's speech. Language also supports the construction of cognitive processes that facilitate knowledge and representation of the world, creativity and imagination. In this sense, language is a fundamental tool for children's development and integral learning. (Ministry of Education , 2016)

For this reason, it will be carried out in the children of Initial Education of the different institutions that will participate, according to the population according to the existing parallels that apply to 1367 children of the level of 0 to 5 years, this project of the linguistic diversity will make the accompaniment of the linguistic abilities in the phonological organization, lexical organization - semantic and morphosyntactic organization, that hinders the development of the linguistic abilities in the oral comprehension, auditory comprehension, written expression and reading comprehension.

Therefore, children may present difficulties in school maturity, especially in the Manifestation of verbal and nonverbal language and comprehension and expression of language, which has four components or characteristics: reading comprehension, listening comprehension, oral and written expression, among others.

Similarly, we will strengthen the problems in language skills that affect children of the initial level, in different educational units, located in the canton Guayaquil, in zone 8 of the parishes Tarqui, Febres Cordero where they can be seen especially in language skills such as phonological and articulatory part where it is required to enhance the development of cognitive abilities in language acquisition, whose causes may be the lack of stimulation and support in the processes of teaching - learning appropriate or ignorance of the problems that may arise.

According to the author (Chén, 2017) the most visible symptoms are:

Symptoms of expressive developmental delay: Symptoms such as extremely limited vocabulary, difficulties in memorizing words or producing long sentences are evident.

Symptoms of mixed expressive-receptive language delay: You will see all the symptoms related to expression seen above, plus problems associated with reception, such as difficulty understanding words or phrases.

Symptoms of a phonological delay: They will be noticed by the inability to use certain speech sounds, errors in production, representation and/or use of sounds.

However, several investigations show that linguistic processes will always have characteristics that help to improve pronunciation, phonology and articulation, oral expression and verbal expression. Within this area we work on mental processes and articulation that is related to the phonoarticulatory apparatuses where they are

exercised through different exercises and playful activities, where it allows the construction of thought to express ideas.

This results in children at school not integrating with their peers and limiting themselves when expressing feelings, emotions, and opinions, excluding themselves from the social environment. Likewise, shyness and insecurity are noticeable in children due to their low self-esteem, because of fear of being teased, which causes them to be quiet and shy. The main cause for the inadequate pronunciation of complex phonemes is the overprotection of parents, which does not allow the development of language, by pronouncing them incorrectly because they spoil them and do not speak clearly, perhaps they do not know the magnitude of damage they cause to the child's development. These causes are: Organic Causes (Hereditary: Inherited from parents to children. Congenital: use of drugs, or diseases such as rubella during pregnancy. Perinatal: occurring during childbirth, such as anoxias. Postnatal: occurring after birth, e.g. prematurity). Functional causes are due to a pathological functioning of the organs involved in the emission of language (Environmental causes: They refer to the family, social, cultural and natural environment of the child and how they influence their emotional and affective development. (Rodriguez, 2016)

In addition, the lack of attention to the development of language skills of girls and boys in the Expression and Communication, is a negative factor for the evolutionary development of children, because the lack of knowledge of stimulation activities and support for proper pronunciation, leads to serious consequences in the infant, if a child has not adequately developed their language, If a child has not adequately developed its language, it will have problems in the future to pronounce and will exacerbate the lack of self-confidence in the infant may appear anxiety, anger, frustration, symptoms that are also reflected in parents when they can not express their children in a clear way the thoughts and emotions that require to act and not achieving it can generate unexpected behavior to get their attention with others.

In Guayaquil Canton, zone 8, the statistics below are generated by other institutions that belong to the National Statistical System. INEC. The Gross Enrollment Rate published by INEC and other institutions, such as SIISE, are official data accepted and used by the Ministry of Education. These data may differ from those presented in this document due to the fact that different primary sources are used for their calculation. For the disaggregation of information, the territorial division used in the population projections should be taken into account.

The direct beneficiary population will be children from 0 to 5 years of age, in order to offer a quality education that provides equal opportunities to all, provides teachers and other actors of Early Education, a curriculum to guide the teaching and learning processes at this educational level. With Ministerial Agreement 0042-14 of March 11, 2014, the application and mandatory compliance with the Early Education Curriculum was made official for all public, private and public-commissioned institutions nationwide that offer early education and for the Early Childhood Family Care Service (Servicio de Atención Familiar para la Primera Infancia-SAFPI).

The Early Education Curriculum is based on the right to education, attending to personal, social and cultural diversity, identifies with sequentiality criteria, basic learning in this educational level, contains methodological and qualitative evaluation guidelines, which will guide teachers of this educational level in the teaching-learning process. (Ministry of Education, 2018) Therefore, this work will be carried out in Zone 8, which corresponds to the city of Guayaquil and its close family and strategic allies: teachers, directors, and significant leaders.

Art. 40.- Initial education level: The initial education level is the process of accompanying the comprehensive development that considers the cognitive, affective, psychomotor, social, identity, autonomy and belonging to the community and region of children from three to five years of age, guarantees and respects their rights, cultural and linguistic diversity, own rhythm of growth and learning, and enhances their capacities, abilities and skills.

Early education is articulated with basic general education to achieve an adequate transition between both levels and stages of human development. Early education is the co-responsibility of the family, the community and the State with the attention of public and private programs related to the protection of early childhood. The State is responsible for the design and validation of educational modalities that respond to the cultural and geographic diversity of children from three to five years of age. The education of children from birth to three years of age is the primary responsibility of the family, without prejudice to its decision to opt for different modalities duly certified by the National Education Authority. The education of children from three to five years of age is an obligation of the State through different modalities certified by the National Education Authority. (LOEI, 2017)

### Justification

In this space two groups will benefit in the field of early education, the Educational Units and the governmental Institution MIES (Ministry of Inclusion and Social Economic ) will be these two groups that will be in the participation of the project that are the children of the level of early education, and the educational community; where the program "Accompaniment to the integral development of the linguistic abilities for the acquisition of the language in children of early education" will be implemented. The other direct beneficiary institution will be the MIES, an institution that directly benefits children from 0 to 3 years old in the early education level in the northern and southern sector of the city of Guayaquil, with low school performance. Total: 810 children per year.

The indirect beneficiaries will be the university students of the Faculty of Philosophy, Letters and Educational Sciences of the Early Childhood Career who will do internships and research teachers of the University of Guayaquil. They contribute to the multidisciplinary work among the entire educational community, to develop mainly language skills in a comprehensive manner and thus provide an opportunity to develop a quality education and warmth of early childhood. Therefore, there is the following payroll.

Priority attention or vulnerability group was 450 students of the University of Guayaquil of the Faculty of Philosophy, Letters and Educational Sciences. Career: of Early Childhood Educators / Early Education, undergraduate students: 1,350 during the three years of the linking processes, prior to graduation. Traditional communities: all actors involved with the population served are indirect beneficiaries because they contribute to removing barriers to learning and participation. Priority attention or vulnerability group 1,100 parents and significant adults will benefit from the improvements their children will obtain in academic performance and from the elimination of barriers to learning and participation.

Linguistic skills are focused on developing the auditory part and verbal expression that gives the opportunity to improve the information processes of children and are acquired through the procedures of knowledge. Therefore, the linguistic skills will be where the information for the elaboration of thoughts is received. Listening, speaking, reading and writing are the four important linguistic skills that must be mastered in order to communicate effectively according to Cassany, Luna and Sanz (1998). Linguistic ability means having knowledge about the use of language mastering

the four linguistic skills being competent in the use of language. To be competent in oral, written, receptive and productive language skills. (Ax Coy Arturo, ( 2016)

However, skills should be strengthened in the initial stage, in order to develop abilities and skills that lead to efficiency, warmth and quality in the field of communication and in the aspects related to society and culture. During the growth of infants, the structural basis of linguistic acquisition should be worked with the accompaniment of legal representatives, considering that interaction creates contexts of communication and at the same time learning of language structuring guidelines for the codification of meaning. The teachers and the Educational Institution encourage the linguistic and communicative development not in a spontaneous way as in the family but in a more systematized and structured way. That is, the organization within the phonological, lexical-semantic, morphosyntactic structure, allows children to motivate to improve the language in the learning process, specifically according to the curricular planning of the educational institution.

Expression and communication is one of the most extraordinary abilities with which the human being is endowed, but despite the great complexity involved in its learning, it seems that we are designed to communicate through this complex system, since our genetics endows us with the neurobiological mechanisms necessary for its development. However, correct development is not guaranteed, as it is influenced by various individual, family, social and contextual factors, which can condition the appearance and/or pace of linguistic development. In this process, it is crucial that children are exposed to the sounds of speech from birth, whether or not they can understand the meaning or reproduce the words they hear. (Servera, 2018).

In the first years of life it is necessary to carefully review the axis of development and learning in Expression and Communication, in order to develop the skills and abilities of each area according to the age of the children who are between 4 and 5 years old. It is important that speech and verbal language require stimulation of the brain, this is a maturation process and in each period of its evolutionary development, will help to overcome a constant coexistence in the relationship with others. Thus, each child fulfills an evolutionary stage of language. Authors who focus on the process of speech sounds that make up the words of their language, it is necessary to recognize the basic sounds of their mother tongue.

Stages in the acquisition of language development

## Pre - linguistic

### Breathing organs

Lungs: They are the largest organs of the human body and their main function is to allow the inspiration and expiration of air.

Bronchi - These are the tubes that arise from the bifurcation of the trachea. Each of the bronchi is connected to one of the lungs.

Trachea - One of the most important elements of the respiratory system. It is the tube that connects the nose and mouth with the lungs and bronchi.

### Organs of phonation

Larynx - This is the organ of phonation since the vocal cords are located in the larynx.

Vocal cords are the element of the phonological apparatus responsible for voice production.

Resonators - They are in charge of converting the vibrations coming from the vocal cords into sound.

### Organs of articulation

Palate: The main function is to separate the oral cavity from the nostrils and the interaction with the tongue allows the articulation of sounds.

Tongue: It plays a key role in numerous functions, such as hydration of the mouth, swallowing and language, among others.

Teeth: It is interesting to know that not all children have to reach the totality of their teeth and molars until adulthood because there is not always enough room for growth.

Lips: They are essential for carrying out a wide range of functions, such as sucking or kissing, among others.

Glottis - The narrowest part of what is called the laryngeal lumen, a space bounded by the vocal cords. Before the vibration of the vocal cords, the sound is transformed into voice or sonority. (Apples, (2019).

Definitely, children at this age are worked through the stimulation of the organs through different playful activities both in the classroom and in the recreational part of the language. Another factor that is focused on are the parents who play a very important role in the development of the language of the children because they are the first verbal communicators where they will allow a dialogue of repetition of daily actions in different situations where they will provide opportunities for linguistic enrichment for their children.

According to (Cervera, ( 2006) It can be said that language as it is perceived is the result of the implication and simultaneity of four different organizations that correspond to as many components of it. According to this, we could speak of phonetic organization, syntactic organization, semantic organization, pragmatic organization, etc.

Phonemic organization. - Phonics, phonological awareness, and phonemic awareness are all part of the process of learning to read. Although people often confuse them. Although these terms are related, they are not the same. Phonics instruction teaches children to connect words with sounds, to break words into sounds, and to blend sounds into words. (Florit, 2017). It is necessary that this linguistic learning takes care of all the processes both phonetic and linguistic system that is the mixture between sound and symbols, to develop these skills allowing to acquire the skills that are required in the school stage and to use it in the social environment.

Syntactic organization. - It refers to the role played by a word or morpheme or syntactic constituent within a syntactic construction that includes it or, more precisely, to the combination relations or syntagmatic relations that a word maintains with the other words of its context. (Bizama, 2017)

Semantic organization. - It corresponds to the evolution of the meaning of the word. Fernando de Saussure raised the duality existing between the meaning and the signifier, i.e. the union established between the referent and its symbolization in language. The semantic relationship takes place through a series of adaptations between the child and the surrounding world, from the point of view of the child's representation of this world and the communication he/she establishes with it. (Moreno, 2016) However, the evolution of the language has a meaning to the symbolic part of the language and that channels with the social part of where the environment and the context where he/she lives is related, it is necessary to take into account the global part of the experience that the child acquires during the first years of life.

Linguistics and Pragmatics are conceived as neighboring and complementary sciences, susceptible of having points in common.

Pragmatics is oriented towards sociolinguistics when it emphasizes the functions of language (Labov, Goffman).

It is oriented towards psycholinguistics when it emphasizes the processes of information acquisition and processing (Milner, Charoles).

It is oriented towards cognitive sciences, which consider that the pragmatic treatment of information reveals a central system of thought and define a deductive Pragmatics in charge of analyzing general inferential processes, universal and not specific or exclusive to language. (Urbina, 2016).

However, the skills that should be developed in the language of children is to know how to manage the social, affective and cognitive aspects to improve the behavioral processes that provide the opportunity for the expression of speech where thinking is strengthened. There are different abilities and skills in children that can be presented in moments of learning in a natural way and that must be adequately stimulated to prevent simple or complex symptoms for this reason affects a group of children in the Manifestation of verbal and nonverbal language and comprehension and expression of language. It is necessary to remember that both speech and language are two different functions that in such a way are united in the individual interaction of each infant where they evolve in communication with more clarity and effectiveness. However, one of the most developed expressions is gestural expression.

For this reason, it is required that the centers where the Linguistic Diversity project is implemented provide a comprehensive environment, rich in stimuli, methods, techniques, models, appropriate strategies and a wide range of uses of resources to enhance natural contexts that favor the use of oral language and communication.

Speech and language are not the same thing. Speech is what is involved in making the sounds of spoken language. There are four elements that make up speech: articulation, phonology, voice and fluency.

## Materials and methods

This methodology aims to promote a reflection on the approaches set out in the current curriculum design in the field of Early Education proposed by the Ministry of Education so that they can perform cognitive activities, group dynamics, body expression, role play, art techniques and creativity, to properly apply the contents of phonological awareness, stimulating the meta-phonological skills and thus ensuring the reading success of children.

Formative Methodology develops the acquisition of children's skills where it is articulated around the advancement of basic competencies and vital beliefs adapted to the needs and characteristics of the 0 to 6 years stage.

Strategies will be applied with a humanistic approach that is involved in promoting learning where it allows to break the space and time offered with learning to know, learning to do, learning to live together and learning to be, identifying with the needs of children dynamic and interactive personalized and that the activities are playful where it allows to build with the reality of knowledge and stimulates the development of comprehensive learning of students in this educational community that is applied significantly.

The multisensory method is not just limited to reading and listening. Instead, it attempts to use all the senses. Lessons will not use all five senses (taste, smell, touch, sight, hearing and movement). But, in most multisensory lessons, students can access the material being taught in more than one way. That's multisensory teaching. Conveying information through things like touch and movement, called tactile and kinesthetic elements, as well as through sight and hearing.

Phonological awareness is the ability that children develop through oral language accompanied by the senses that will be used in the teaching process to channel learning.

Evaluation is an integral process that allows the assessment of the results contained in terms of the proposed objectives, according to the resources used and the existing conditions; this implies obtaining information that allows the elaboration of valid judgments about the achievement of a certain objective, the efficiency of a method. (González, 2015) Definitely, educational methods have been modifying, according to the different currents linked to education, the role of the student and the teacher, the resources needed, the

types of activities, the distribution of space, the types of tasks and many other issues.

The processes used for the collection of information in this modality are based on the processes of qualitative and quantitative research that allow the collection of information through clear and transparent processes and techniques at the moment of entering the field of research, especially in the educational community where all the participating subjects will be taken into account to collect information according to what is to be investigated in the educational context.

The Bibliographic Research in this research is strengthened with the theoretical framework that is applied in the theoretical foundation of the project where bibliographic information is sought in order to reinforce the results through the analysis that are sources of information and are found in different types of texts with authors who have reached the conclusion through different areas of study and analyzed over the years.

"The bibliographic or documentary research consists of the review of existing bibliographic material regarding the topic being analyzed". (Matos, 2020) Therefore, It is important to consider where the information is obtained, because a textual quotation is required in the researcher's argumentation, to corroborate where it was obtained, certify the legitimate author. Finally, it can be emphasized that the bibliographic research goes from the beginning with the most elementary tasks to the future researcher, the fundamental bibliographic principles. However, the bibliography can be obtained from books, documents, journals.

Field research. It helped to collect data directly from reality and allows obtaining direct information in relation to a problem. (Rus, 2020) Therefore, it will allow to review the context of an entire educational community that is related in all integral aspects of the education of children, teachers, legal representatives and other members of the community such as administrative managers and janitors, the methods applied in the same place where the problem develops that occurs in the different settlements with whom contact is made with who or who are the managers of the problem being investigated through a field survey.

Exploratory research. It allowed the application of different methodological tools of research such as qualitative and quantitative and other technical tools such as surveys, interviews, observations as well as the purpose of analyzing or examining a given topic or

problem that has been addressed. Taking the exploration will be allowed with laws that sustain that the limit of this exploration will not cause any exaggeration that may cause any harm to those involved and with permissions according to the educational research.

According to the author (E-nquest, 2018) they can be very useful because they will allow us to have a general knowledge of the topic we want to deal with in order to launch teaching processes that allow us to have a method, techniques and activities for the future, since they are going to make us have an approximate and previous idea of something about which there are still no previous studies, and serve as general and base information for future market studies.

Descriptive research According to the author (Mejia, 2020)"is responsible for describing the population, situation or phenomenon around which its study is focused". It can also be summarized as a methodological and systematic process, offering the solution of problems to scientific questions asked by researchers. The researcher must define what he is going to measure and who will be involved in this measurement.

Explanatory research. According to (Sampieri, 2016)the project has explanatory research because it is looking for the causes for which pollution occurs, in addition to explaining these causes and the effects it produces. Therefore, this research is defined as a pedagogical basis for teachers in the situations presented by a perfectly structured research at a descriptive level of exploration and scientific that allows us to seek methodological solutions according to the topic that we will explain in the process of seeking a good purpose to the problem.

The Observation Technique "The observation technique is a research technique that consists of observing people, phenomena, facts, cases, objects, actions, situations, in order to obtain certain information necessary for an investigation". (Castellanos, 2017) Definitely, in this instrument process the observation will serve to collect general information when visiting the different students of levels 1 and 2 of the initial education field, as well in the place of the facts in the different disciplines or activities that the educational community participates in the development of learning of children from 0 to 5 years of the Educational Unit "Ciudad de Esmeralda" of the city of Guayaquil.

Observation is a technique used in the collection of information that consists of observing, accumulating and interpreting the actions, behaviors and facts of people or objects, as they usually perform

them, the instruments used were the classroom observation sheet, review and analysis of studies conducted through positive interactions, versus negative, integral model, multisensory method and phonological awareness.

## Results

The results of the intervention or the unification of guidelines will reflect the impact of the resources to make a teaching action for life, even when working on the diversity of linguistic skills. To make the respective discussion of the results, working groups will be used, technical tools such as observation, interview, questionnaire, in order to collect the quality processes, which will benefit the entire educational community and society, giving the opportunity to build a quality proposal for the accompaniment of the integral development of language skills for the acquisition of language in children in early childhood education.

The analyses that were used to obtain the results are with the specific method that guides the research, through parameters taking into account the qualitative measures, since these describe the characteristic of the population, such as: arithmetic mean, variance and variation coefficient. The statisticians are used for quantitative measures that specify the characteristic of a sample and are considered probabilities for a population.

## Discussion

Accompanying and monitoring children identified at risk of vulnerability in our academic unit, so that they can complement the practice processes. Respond to the diversity of needs of students and guide them in the strategies that they can execute in the cognitive, procedural and attitudinal part.

Contribute to theoretical and analytical reflection with knowledge typified and addressed in the internship experience. To stimulate the self-esteem of these students through the most important functions of personality, motivation and behavior of mental health development.

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