



MOTOR TEACHING IN INITIAL EDUCATION: SYSTEMATIC REVIEW OF THE LITERATURE

Ruth Jennifer del Águila Sánchez¹, Lizbeth Sara Ramirez Tabacchi², Noelia Vanesa Aguado Montalvo³, Deisy Yvonne Lopez Lopez⁴, María Rocío Mendoza Palacios⁵, Miguel Angel Alania Vasquez⁶, Luz Milagros Pachas Barrientos⁷

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Abstract

By means of this document, it was possible to analyze the main characteristics of the volume of scientific production referring to the study of motor teaching variables in Initial Education. A bibliometric analysis was proposed to analyze the details such as Year of Publication, Country of Origin of the publication, Area of Knowledge in which the published research is carried out and the Type of Publication used most frequently by the authors of each published document. in high-impact journals indexed in the Scopus database during the period between 2018 and 2023. Among the main findings, it was possible to determine that, for the execution of the different investigative methodologies, the report of 284 scientific documents was achieved. related to the study of motor teaching in Initial Education, of public institutions in Latin America. The maximum number of publications made in a year was 72 documents presented in 2020, the same number of publications in 2021. The country of origin of the institutions that reported the highest number of records in Scopus was Spain with 229 documents. The area of knowledge with the greatest influence at the time of executing the research projects that resulted in scientific publications was education, which provided great theoretical material in a total of 280 publications. Finally, the type of publication most frequently used to publicize findings from the analysis of the aforementioned variables was the Article, which represented 85% of the total scientific production.

Keywords: Teaching, motor, project, initial education Summary

¹Universidad Católica de Trujillo, Perú.

<https://orcid.org/0000-0002-3005-0741>

²ISPP Manuel Gonzales Prada, Lima, Perú.

<https://orcid.org/0009-0001-9804-8875>

³IESSPP Jose Jimenez Borja, Lima, Perú.

<https://orcid.org/0009-0001-9804-8875>

noeliamontalvo80@gmail.com

⁴UNE Enrique Guzmán y Valle La Cantuta, Perú.

<https://orcid.org/0009-0005-9489-1514>

⁵IESPP Nueva Esperanza, Lima, Perú.

<https://orcid.org/0009-0002-4032-9540>

⁶Universidad César Vallejo, Lima, Perú.

<https://orcid.org/0000-0003-0368-6063>

⁷Universidad Cesar Vallejo, Lima, Perú

<https://orcid.org/0000-0001-5932-039X>

Email: ¹ceeprogam@hotmail.com, ²lizbeth_ramirez@ie7091.com, ⁴deisy_lopez@ie7091.com,
⁵rmendoza@nuevaesperanza.edu.pe, ⁶maalaniaa@ucvvirtual.edu.pe, ⁷lpachasb@ucvvirtual.edu.pe

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1. Introduction

Motor education in early education is fundamental for the physical and cognitive development of children. Physical activity in childhood helps to improve overall health, develop motor skills, and promote socialization (Hernández-Rubio et al., 2023). Children who participate in physical activities have better cardiovascular health, higher bone density, and a lower probability of developing chronic diseases in adulthood (Rodríguez et al., 2022). In addition, physical activity also helps to improve self-esteem and self-confidence (Corrales-Perea and Espada, 2022). Therefore, it is important that early education programs include motor instruction as an integral part of their curriculum (Sánchez-Bolívar et al., 2022).

Motor skills are also important for academic success. Children who have well-developed motor skills have a greater ability to achieve and learn (Sanchez et al., 2022). Motor instruction can help improve children's coordination, balance, and ability to concentrate, which in turn can improve their academic performance (Delgado-Marín et al., 2022). Therefore, incorporating motor instruction into early education programs can have a positive impact on children's academic success.

There are effective strategies for incorporating motor instruction into early education programs. Physical education programs should require in the development of fundamental motor skills, such as running, jumping, throwing, and catching (Mazzocante et al., 2022). Teachers should also incorporate games and activities that encourage motor skill development and socialization (Satico-

Ferraz et al., 2022). In addition, it is important that early education programs provide a safe and structured environment for children to develop motor skills (Sanchez-Matas et al., 2022). In summary, motor instruction is essential for children's physical and cognitive development and should be an integral part of early education programs (Hernández-Rubio et al., 2023; López-Carrión et al., 2021).

2. General objective

To analyze from a bibliometric approach, the characteristics in the volume of scientific production related to motor teaching in early education, registered in Scopus during the period 2018-2023 by Latin American institutions.

3. Methodology

This article is carried out through research with a mixed orientation that combines quantitative and qualitative methods.

On the one hand, a quantitative analysis of the information selected in Scopus is carried out under a bibliometric approach of the scientific production corresponding to the study of motor education in Latin American early childhood education.

On the other hand, from a qualitative perspective, examples of some research works published around study mentioned above are analyzed from a bibliographic approach that allows describing the position of different authors regarding the proposed topic.

It is important to point out that the entire search was carried out through Scopus, establishing the parameters referenced in Figure 1.

3.1 Methodological Design



Figure 1. Methodological design

Source: Own elaboration

3.1.1 Phase 1: Data collection

The data collection was executed from the Search tool on the Scopus web page, where 284 publications were obtained from the choice of the following filters:

- TITLE-ABS-KEY (quality AND of AND service, AND public AND hospitals) AND (LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2018) OR LIMIT-TO (PUBYEAR , 2017)) AND (LIMIT-TO (AFFILCOUNTRY , "Brazil") OR LIMIT-TO (AFFILCOUNTRY , "Mexico") OR LIMIT-TO (AFFILCOUNTRY , "Chile") OR LIMIT-TO (AFFILCOUNTRY , "Colombia") OR LIMIT-TO (AFFILCOUNTRY , "Argentina") OR LIMIT-TO (AFFILCOUNTRY , "Ecuador") OR LIMIT-TO (AFFILCOUNTRY , "Peru") OR LIMIT-TO (AFFILCOUNTRY , "Cuba") OR LIMIT-TO (AFFILCOUNTRY , "Dominican Republic") OR LIMIT-TO (AFFILCOUNTRY , "Venezuela") OR LIMIT-TO (AFFILCOUNTRY , "Guatemala") OR LIMIT-TO (AFFILCOUNTRY , "Puerto Rico") OR LIMIT-TO (AFFILCOUNTRY , "Uruguay") OR LIMIT-TO (AFFILCOUNTRY , "Paraguay") OR

LIMIT-TO (AFFILCOUNTRY , "Bolivia") OR LIMIT-TO (AFFILCOUNTRY , "Costa Rica") OR LIMIT-TO (AFFILCOUNTRY , "El Salvador"))

- Published papers whose study variables are related to the study of motor education in early childhood education.
- Papers published in journals indexed in Scopus during the period 2018-2023.
- Limited to Latin American countries.
- No distinction in areas of knowledge.
- No distinction in type of publication.

3.1.2 Phase 2: Construction of analysis material

The information collected in Scopus during the previous phase is organized and subsequently classified by means of graphs, figures and tables as follows:

- Word Cooccurrence.
- Year of publication.
- Country of origin of the publication.
- Area of knowledge.
- Type of publication.

3.1.3 Phase 3: Drafting of conclusions and final document.

In this phase, we proceed with the analysis of the results obtained previously, resulting

in the determination of conclusions and, consequently, the final document.

4. Results

4.1. Word Cooccurrence

Figure 2 shows the Cooccurrence of keywords found in the publications identified in the Scopus database.

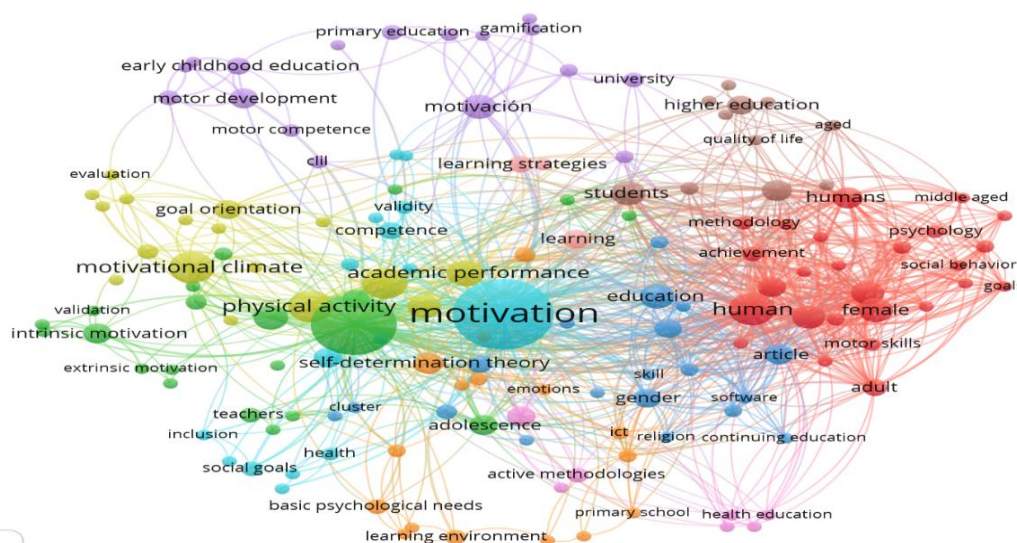


Figure 2. Cooccurrence of words

Source: Own elaboration (2023); based on data exported from Scopus.

Motivation was the key word used most frequently in the studies identified through the execution of Phase 1 of the Methodological Design proposed for the development of this article. The Education sector is also found among the most frequently used variables. Motor teaching in early education, associated with motor teaching variables and recreational play. From the above, attention is drawn to the structural quality indicators or structural indicators that measure the inherent quality of the service delivery framework provided by the teacher to the student and the state of the resources that provide them, the process quality indicators or process indicators measure directly or indirectly the quality of

the activities performed during the student's care, and the outcome-based indicators or outcome measures measure the degree of success achieved by the teacher, that is, whether the desired results of the actions performed in the motor teaching and care of the child were achieved. However, the search for the best balance between quality and efficiency in the education sector must go through the improvement and use of the indicators of both components in order to improve the quality of teaching students in educational institutions, an effective delivery with adequate attention, improve the experience between students and teachers and finally improve the results of the education system through motor play.

4.2. Distribution of scientific production by year of publication

Figure 3 shows the distribution of scientific production by year of publication.

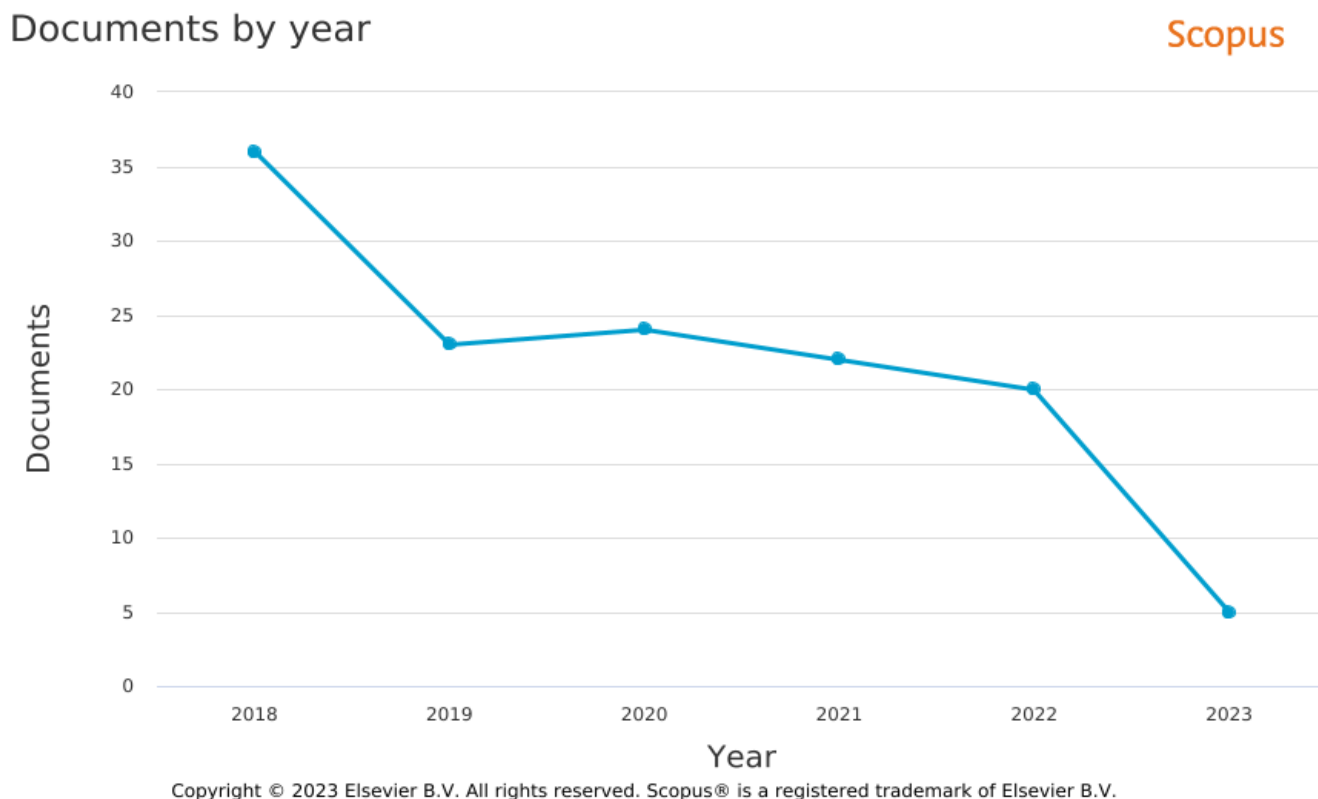


Figure 3. Distribution of scientific production by year of publication.
Source: Own elaboration (2023); based on data exported from Scopus.

Motor skills are essential for the physical and psychological development of individuals. Basic motor skills, such as running, jumping, throwing, and catching, are fundamental for the performance of daily activities and the development of more complex skills (D. Martínez et al., 2021). In addition, the acquisition of motor skills is related to self-confidence and self-esteem, as individuals who feel competent in their motor skills are more likely to participate in physical activities and sports (López, 2021). Therefore, the development of motor skills is essential for people's physical and emotional well-being. The connection between motor skills and motivation is evident. People who have well-developed motor skills are more likely to be motivated to participate in physical activities and sports (Pino-Juste et al., 2021). In addition, the development of motor skills has been related to higher

academic performance and a greater attention span (Galera-Núñez and Carmona-Rodríguez, 2021). In turn, motivation to improve motor skills can drive people to participate in physical activities and sports, which in turn can improve their physical and emotional health (Canillas-Molina et al., 2021). It is possible to improve motivation through the development of motor skills. Conscious repetition of movements is essential for the acquisition and automation of motor skills (Granero-Gallegos et al., 2021). Therefore, constant practice and positive feedback can help individuals improve their motor skills and, therefore, increase their motivation to participate in physical activities and sports (Lara Nieto-Márquez et al., 2021). In addition, educators can foster motivation through the development of motor skills in children and youth, which can have a positive impact on their long-term physical

and emotional health (Sánchez-Vegas et al., 2021).

4.3. Distribution of scientific production by country of origin.

Figure 4. shows how scientific production is distributed according to the nationality of the authors.

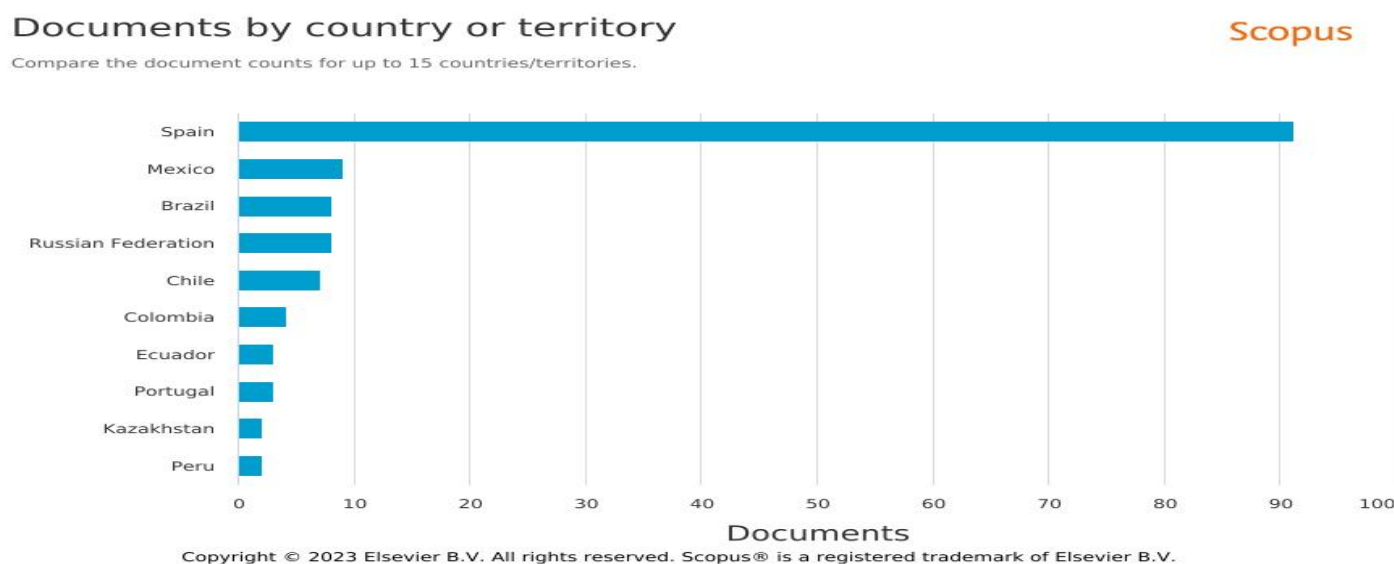


Figure 4. Distribution of scientific production by country of origin.

Source: Own elaboration (2023); based on data provided by Scopus.

There are several factors that influence the scientific production of motor games by country. One of the most significant factors is the availability of funding and resources for research. Countries with greater financial resources and investment in research tend to produce more scientific output in the field of motor games.

However, few countries have the resources to invest in research and development (Ordóñez et al., 2021). Adequate funding to support research in this field is essential, as it can lead to significant advances in the understanding and development of motor games. Another factor that can influence scientific production is the presence of governmental and research support policies. The organizational models of public policies in science, technology and innovation reveal the profile of the state and the importance it assigns to these areas (Gutiérrez-de-Rozas and Carpintero-Molina, 2021). Governments that prioritize research and development in motor games

tend to have a higher scientific production in this field. In addition, the presence of research institutions and collaborations can also contribute to higher scientific production (Moreno-Murcia et al., 2021).

Finally, the level of education and investment in research and development can also influence the scientific production of motor games by country. Countries that place a high value on education and invest in research and development tend to have a higher scientific production in this field (Ruano et al., 2021). For example, a study that analyzed the scientific production of the Journal Cuadernos de Desarrollo Rural during a specific period showed that countries with a higher level of education tend to have a higher scientific production in this field (Ochoa-martínez et al., 2020). Therefore, it is essential to promote scientific and technological research and innovation to boost the human, social and economic development of a country (Ribas and Franco, 2020).

4.4. Distribution of scientific production by area of knowledge

Figure 5 shows the distribution of scientific publications by area of knowledge through which the different research methodologies are implemented.

Documents by subject area

Scopus

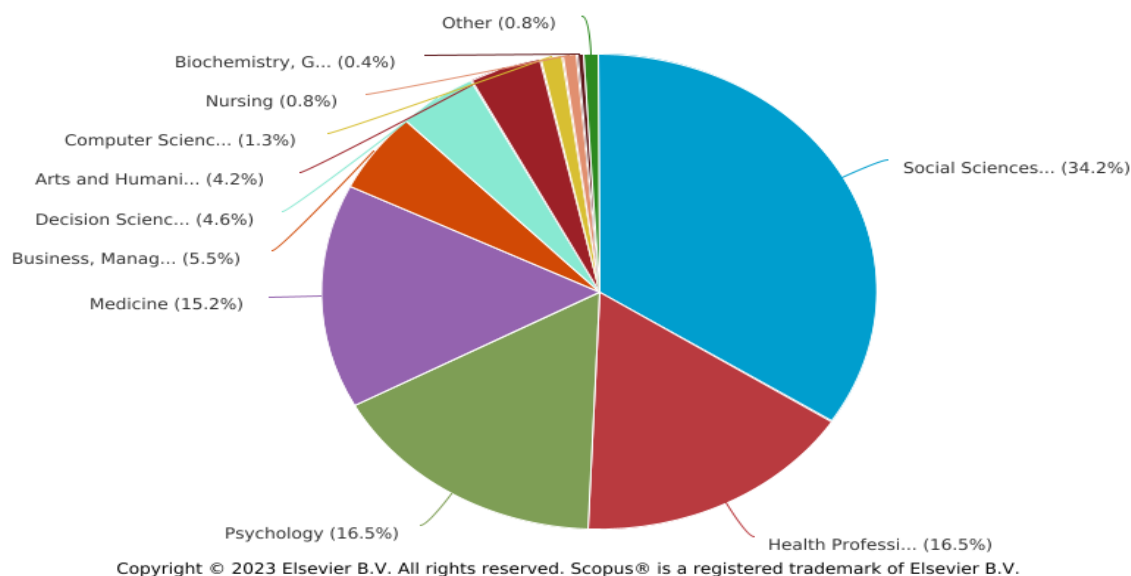


Figure 5. Distribution of scientific production by area of knowledge.

Source: Own elaboration (2023); based on data provided by Scopus.

It is important to investigate motor games to understand their benefits and how they can be optimized to improve physical and mental health. Motor interaction and the sociocultural context in which motor games are developed are aspects that determine their type and characteristics (Padial-Ruz et al., 2019). Understanding these aspects can help identify the benefits of motor games and how they can be used to improve health and well-being. Different research has shown that motor games favor creativity, learning, and motor skill development (Selles et al., 2019).

In addition, it is important to identify the risks and limitations of motor games. Different research perspectives, such as psychological, praxiological, behavioral and pedagogical, have addressed the topic of motor games and their suggestions (Quintana and Etxebeeste, 2019). Some models have emphasized the teaching of the sport game, the modification of games and the inclusion of ludic elements in physical

education (Hernández-Rubio et al., 2023). However, it is also important to consider the risks that may arise when practicing motor games, such as injuries and accidents.

Finally, it is necessary to develop strategies to optimize the benefits of motor games. Each motor game has a structure of interrelated elements that can be influenced to improve its effectiveness (Delgado-Marín et al., 2022; Sánchez et al., 2022). Establishing an appropriate pedagogical approach, considering the sociocultural context and individual needs, can help to improve the benefits of motor games (Mazzocante et al., 2022). Research such as that conducted by Burgosm (2020), which evaluated the impact of motor games on the development of basic motor skills, can provide valuable information to develop effective strategies (López-Carrión et al., 2021). In summary, researching motor games is essential to understand their benefits, identify risks and limitations, and

develop strategies to optimize their effectiveness.

4.5. Type of publication

The following graph shows the distribution of the bibliographic findings according to the type of publication made by each of the authors found in Scopus.

Documents by type

Scopus

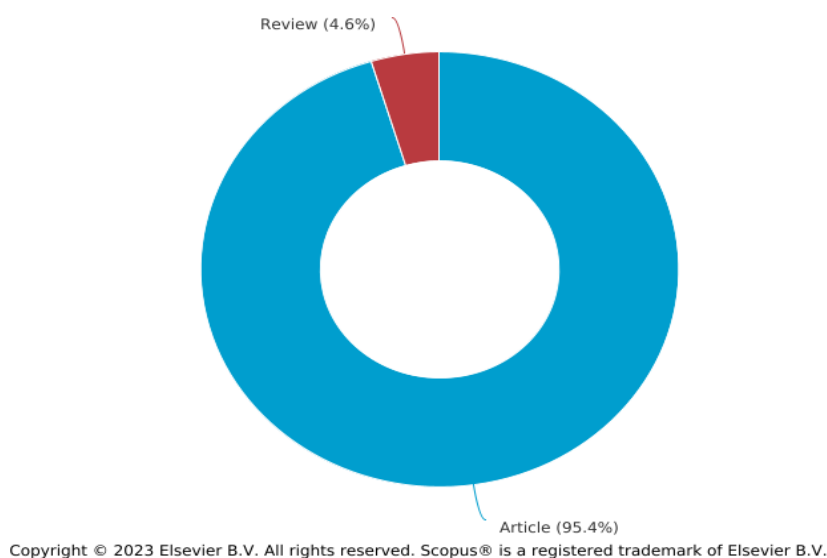


Figure 6. Type of publication.

Source: Own elaboration (2023); based on data provided by Scopus.

These publications usually include information on different aspects of motor games, such as the number of players, the age and sex of the participants, the type of clothing used, the social characteristics of the players, among others (Martínez et al., 2023). Some of the most popular print magazines are Motor 16, which focuses on automotive news and is considered the most widely read magazine in its category (Sagredo et al., 2023), and AARP The Magazine, which addresses a variety of topics and is the publication with the highest number of print copies (Quintana and Etxebeste, 2019; Selles et al., 2019).

Another form of publication is online publications, which allow the distribution of content related to motor games digitally. These publications can include online magazines, blogs and digital advertisements (Briceño et al., 2022). Digital ads can be of different formats, such as text, image, audio and video, and can be used to meet different business objectives (Mazzocante et al., 2022).

There are also television- and video-based publications, which include television programs and video games. Video games have evolved over time, and today there are hyper-realistic games that are difficult to differentiate from a video (Sánchez-Matas et al., 2022). The influence of television and video games on the learning and behavior of children and adolescents is a topic of debate, and there are studies that address this issue (López-Carrión et al., 2021). In the educational field, motor games are important as content to be worked on in physical education, since they allow motor interaction and the sociocultural context where the games are developed influences their characteristics (Gutiérrez-de-Rozas and Carpintero Molina, 2021; Hernández-Rubio et al., 2023; Ordóñez et al., 2021; Sánchez-Vegas et al., 2021).

5. Conclusions

Incorporating motor skills in early childhood education has numerous benefits for children's physical and motor development. Good motor development in infancy is critical as it allows children to explore the world around them and develop important physical skills. Research has shown that physical education through play is important in the development of motor skills in children. In addition, a study by Bernate in 2021 demonstrated that school physical education influences the motor and cognitive development processes in children. Therefore, incorporating motor teaching in early education can lead to better physical and motor development in young children.

Incorporating motor skills instruction in early education has also been shown to have positive effects on children's cognitive development and academic performance. A study by Constant in 2021 found that early stimulation and development of gross and fine motor skills in early education students can lead to better cognitive development and language skills. In addition, UNESCO's thematic report on early childhood development highlights the importance of early education in laying the foundation for learning and academic success. Therefore, incorporating motor instruction in early education can lead to improved cognitive development and academic achievement in young children.

Finally, incorporating motor instruction in early education can have a positive impact on children's social and emotional development. A 2019 study by Santi-León found that holistic child development is achieved through social relationships that allow for strengthened cognitive and emotional abilities. Positive social and emotional development during a child's early years is critical to his or her overall well-being. In addition, emotional education and conflict resolution training during early education can lay the foundation for healthy emotional

development. Therefore, incorporating motor skills instruction in early education can lead to improved social and emotional development in young children.

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