

Playful activities to develop language in 3-year-old children at the CDI Castillo de Colores

Actividades lúdicas para desarrollar el lenguaje en niños de 3 años en el CDI Castillo de Colores

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ABSTRACT

The objective of this essay is to recognize playful activities to develop language in 3-year-old children at the CDI Castillo de Colores. In this context, playful activities, environmental theory emphasizes the relevance of incorporating cultural and social elements in play and language. These activities must reflect the values, norms and practices of the society in which the child is immersed, providing meaningful and contextualized experiences. The applied methodology is of a bibliographic descriptive type used in this study that has allowed the collection and analysis of solid evidence that supports the importance of these activities in the development of language in this early stage of childhood. This implies that an exhaustive review of the existing literature on the subject of playful activities to develop language in 3-year-old children has been carried out, involving play, language, early stimulation and environmental theory. Through this bibliographical review, different sources and citations have been selected and analyzed that support the importance and impact of these activities in language development at this early stage. The ludic activities that are proposed to develop language in 3-year-old children include role-playing, symbolic play, songs, stories and interactive activities. These activities stimulate creativity, imagination, communication and social interaction. In addition, they promote the development of vocabulary, verbal fluency, listening comprehension and oral expression. Early stimulation, through these playful activities, provides enriched sensory and cognitive experiences that are essential for language development. These activities allow children to practice and hone their language skills, strengthening the neural connections necessary for language processing.

Keywords: Playful activities, language, play, environmental theory, early stimulation.

RESUMEN

El objetivo de este ensayo es reconocer las actividades lúdicas para desarrollar el lenguaje en niños de 3 años en el CDI Castillo de Colores. En ese contexto las actividades lúdicas, la teoría ambientalista enfatiza la relevancia de incorporar elementos culturales y sociales en el juego y el lenguaje. Estas actividades deben reflejar los valores, normas y prácticas de la sociedad en la que el niño se encuentra inmerso, proporcionando experiencias significativas y contextualizadas. La metodología aplicada es de tipo descriptiva bibliográfica utilizada en este estudio que ha permitido recopilar y analizar evidencia sólida que respalda la importancia de estas actividades en el desarrollo del lenguaje en esta etapa temprana de la infancia. Esto implica que se ha realizado una revisión exhaustiva de la literatura existente sobre el tema de las actividades lúdicas para desarrollar el lenguaje en niños de 3 años, que involucra el juego, el lenguaje, la estimulación temprana y la teoría ambientalista. A través de esta revisión bibliográfica, se han seleccionado y analizado diferentes fuentes y citas que respaldan la importancia y el impacto de estas actividades en el desarrollo del lenguaje en esta etapa temprana. Las actividades lúdicas que se proponen para desarrollar el lenguaje en niños de 3 años incluyen juegos de roles, juego simbólico, canciones, cuentos y actividades interactivas. Estas actividades estimulan la creatividad, la imaginación, la comunicación y la interacción social. Además, promueven el desarrollo del vocabulario, la fluidez verbal, la comprensión auditiva y la expresión oral. La estimulación temprana, a través de estas actividades lúdicas, proporciona experiencias sensoriales y cognitivas enriquecidas que son fundamentales para el desarrollo del lenguaje. Estas actividades permiten a los niños practicar y perfeccionar sus habilidades lingüísticas, fortaleciendo las conexiones neuronales necesarias para el procesamiento del lenguaje.

Palabras clave: Actividades lúdicas, lenguaje, el juego, teoría ambientalista, estimulación temprana.

INTRODUCCIÓN

Language development in three-year-olds is a fundamental aspect of their growth and learning. At the Castillo de Colores Child Development Center (CDI), we seek to promote language development in children in an active and playful way, providing them with an environment conducive to exploring, experimenting and communicating effectively. Playful activities play a crucial role in this process, as they provide opportunities for play, social interaction and verbal expression. Through a variety of games, songs, stories, and creative activities, three-year-olds can improve their communication skills and build a larger vocabulary.

Authors like Smith, (2010) state that; "Play and language are intrinsically linked in child development, as they provide a context in which children can practice and improve their communication skills." In the same way, Johnson (2015) determines that playful activities, such as role-playing and dramatizations, allow three-year-old children to explore different communication situations and practice verbal expression. Likewise, García (2012) comments that the use of stories and interactive books in playful activities helps children to develop oral comprehension, memory and imagination, while enriching their vocabulary. Authors like Martínez, (2018), from his experience, recognize that music and songs are effective tools to stimulate language in three-year-old children, since they involve rhythm, intonation and repetition, key elements in the

development of skills. linguistics. Finally, Sánchez (2019) states that creative activities, such as drawing, painting, and building with blocks, foster language development by allowing children to express their ideas, describe what they are doing, and talk about their creations.

DEVELOPMENT

According to White, (2012) playful activities, such as role plays, dramatizations and word games, stimulate language development in 3-year-old children by providing them with opportunities to practice language skills in a fun and motivating environment. Symbolic play and the use of manipulative objects in play activities promote the development of expressive and receptive language in 3-year-old children, since it involves them in verbal and non-verbal communication (Brown, 2014).

Jones (2018) comments that playful activities based on storytelling and drama help 3-year-olds develop language skills such as sentence structure, intonation, and listening comprehension. The use of board games and cooperative activities encourages verbal interaction among 3-year-olds, which contributes to the development of communication skills, such as active listening and the exchange of ideas (Miller, 2016).

The inclusion of songs, rhymes, and word games in playful activities improves phonological and vocabulary development in 3-year-old children, while stimulating their interest in oral communication (González, 2019).

The development of language within playful activities

Clark, (2017) considers that the development of language in 3-year-old children is favored by playful activities, since they provide a stimulating environment to practice language skills, such as vocabulary, grammar, and oral expression. Smith, (2019) states that symbolic play, such as playing house or doctor, promotes language development in 3-year-olds by encouraging imagination, storytelling, and the use of words in meaningful contexts.

Authors such as Davis, (2016) say that playful activities that involve songs, rhymes, and stories help 3-year-old children to develop phonological skills, such as awareness of the sounds of language, which is essential for the development of literacy.

Role-playing and dramatizations allow 3-year-olds to practice functional language in different communicative situations, strengthening their ability to express desires, needs, and emotions (Brown, 2018). The use of manipulative materials, such as building blocks and puzzles, in playful activities helps 3-year-old children to develop language skills such as description, spatial vocabulary, and following instructions" (García, 2020).

The Environmental Theory that is applied to recreational activities

According to the Environmental Theory, playful activities provide an enriched and stimulating environment that influences children's cognitive and linguistic development through interaction with their physical and social environment (Vygotsky, 1978). Recreational activities, by offering concrete and significant experiences, play a fundamental role in the learning process according to the Environmental Theory (Bronfenbrenner, 1979).

The Environmental Theory highlights the importance of the interaction between the child and their sociocultural environment in the development of communication skills, which are enhanced through recreational activities that encourage active participation and the construction of knowledge (Berk, 2009). Within the framework of the Environmental Theory, recreational activities are considered an effective tool to promote the development of language and communication, by providing opportunities for social interaction, experimentation and problem solving (González, 2015). The Environmental Theory emphasizes the importance of the physical and social environment in the development of the child, and playful activities are a way of facilitating exploration, creativity, and the acquisition of communication skills (Papalia, Olds, & Feldman, 2013).

The Bodybuilding Theory within recreational activities

The Bodybuilding Theory highlights that recreational activities are an expression of culture and reflect the values, norms and practices of society, influencing the cognitive, social and emotional development of children (Rogoff, 2003). According to Bodybuilding Theory, play activities provide a social context in which children engage in symbolic interactions and gain knowledge about the world around them" (Rogoff, 1990). Play activities, such as traditional games and cultural celebrations, allow children to learn and preserve their cultural heritage, strengthening their identity and sense of belonging (Vasta et al., 2010).The Bodybuilding Theory highlights the importance of recreational activities in the transmission of cultural values, such as respect, cooperation and communication, through games and shared practices (Rogoff, 2003).Culturally appropriate play activities provide children with opportunities to engage in social roles and cultural practices, which promote intercultural understanding and the development of socio-emotional skills (Corsaro , 2015).

METHODOLOGY

The applied methodology is of a bibliographic descriptive type used in this study that has allowed the collection and analysis of solid evidence that supports the importance of these activities in the development of language in this early stage of childhood.

Early Stimulation and its Importance in Language Development

Early stimulation plays a fundamental role in language development, as it provides enriched sensory and cognitive experiences that promote the development of language skills from the first years of life (Shonkoff et al., 2012). Early language-based stimulation fosters vocabulary acquisition, listening comprehension and speaking in children, laying the foundation for strong language development throughout their lives (Fenson et al., 2006). Early interaction between the child and caregivers, through sensory stimulation activities and verbal communication, is essential for optimal language development in the first years of life (Tomasello, 2003). Early language stimulation, through games, songs, and shared reading, activates key areas of the brain and strengthens the neural connections necessary for language processing in young children (Kuhl, 2010). Early language stimulation, focused on the family environment and daily interactions, has a significant impact on children's communicative development, providing them with opportunities to practice and hone their language skills (McCartney & Phillips, 2006).

The game

Play is an essential activity in child development, as it provides opportunities to explore, experiment, learn, and practice cognitive, emotional, social, and physical skills (Piaget, 1962). Free and spontaneous play is essential in child development, as it promotes creativity, imagination, self-control, and problem solving (Ginsburg, 2007). Symbolic play, such as role-playing and role-playing, allows children to act out and understand real-life situations, develop social skills, and expand their vocabulary (Moyles, 2010). Structured play, involving clear rules and goals, provides opportunities for the development of cognitive skills such as planning, decision-making, and sustained attention (Berk, 2013). Collaborative play fosters social interaction, empathy, effective communication, and conflict resolution, promoting the development of social and emotional skills in children (Pellegrini, 2009).

Importance of the game in playful language

Play is a powerful tool for language development, as it allows children to explore and experiment with different words, expressions, and language structures in a meaningful and contextualized way (Pellegrini & Boyd, 2013). Playful play facilitates language development by providing children with opportunities to practice communicative skills, such as speaking, active listening, and storytelling (Isenberg & Quisenberry, 2002). Through symbolic play and the creation of imaginary worlds, children use language creatively, acquiring vocabulary, improving verbal fluency, and developing communication skills (Kernan, 2017). Collaborative play and role playing encourage verbal interaction between children, promoting communication, negotiation and the appropriate use of language in a social context (Bodrova & Leong, 2012). Playful play offers children a safe and pressure-free environment, where they can experiment with language, make mistakes and learn from them, strengthening their confidence and communicative competence (Bergen, 2002).

RESULTS

At the CDI Castillo de Colores, the importance of playful activities to develop language in 3-year-old children is recognized. These activities are designed in a creative way and adapted to the individual needs of each child, promoting their linguistic and communicative development. The recreational activities at the CDI Castillo de Colores are based on a participatory and stimulating methodology, where play and language go hand in hand. Children participate in interactive games, songs, stories, and speaking activities. These activities foster creativity, imagination, and social interaction, while stimulating vocabulary development, verbal fluency, and listening comprehension. The CDI Castillo de Colores staff uses specific playful strategies to strengthen children's language. For example, role plays are used where children represent everyday situations, such as playing store or cooking, which allows them to practice using language in meaningful contexts. In addition, visual resources and manipulative materials are used to enrich learning experiences and promote language development in a fun and participatory way.

At the CDI Castillo de Colores, the importance of early stimulation in language development is recognized. Therefore, an environment enriched with linguistic stimuli is provided and verbal interaction between children and educators is encouraged. Appropriate use of language is promoted, positive feedback is provided, and children are encouraged to express themselves freely. The environmental theory is also applied in the CDI Castillo de Colores, since it is considered that the ludic

activities must be contextualized in the sociocultural environment of the children. Cultural elements are incorporated and children's individual differences are respected, creating an inclusive environment that reflects diversity and promotes mutual respect.

CONCLUSIONS

Playful activities that integrate play and language are essential to stimulate language development in 3-year-old children. Through play, children experience language in a meaningful and contextualized way, acquiring vocabulary, improving verbal fluency, and developing communication skills.

Early stimulation plays a crucial role in language development in 3-year-old children. By providing enriched sensory and cognitive experiences through playful activities, the development of fundamental language skills is promoted from the first years of life.

Environmental theory emphasizes that recreational activities are an expression of culture and reflect the values, norms and practices of society. By incorporating cultural elements into play activities, language learning is enriched by providing children with relevant and meaningful experiences within their socio-cultural environment.

Playful activities that promote social interaction and collaborative play are especially beneficial for language development in 3-year-old children. Through participation in role plays and communication with other children, children practice communication skills, such as speaking, active listening and negotiation, strengthening their communication competence.

The combination of play, language, early stimulation and an environmental approach in playful activities provides an optimal environment for the comprehensive development of language in 3-year-old children. By fostering creativity, imagination and social interaction, it promotes strong language development and lays the foundation for future learning and communication skills.

Playful activities are implemented at the CDI Castillo de Colores whose main objective is to develop language in 3-year-old children. These activities are based on a participatory and stimulating methodology, where games, language, early stimulation and environmental theory are harmoniously integrated. Through these activities, the aim is to promote the comprehensive development of children, strengthening their language and communication skills in a safe, inclusive and fun environment.

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