

Program application “We learn to live together democratically through children's games” to the children of the district of Peru for improving democratic attitudes in a good coexistence

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Abstract

Managing democratic coexistence from childhood should commit us as educators; promoting the learning of living together, being democratic and making decisions by consensus, designing and applying learning experiences through play, from the educational institution and linking it with the family; where the child makes decisions, establishes and negotiates rules, developing good social attitudes; since living together is learned from the interaction with others. It is because of this situation that the present study was developed, to demonstrate that the program “We learn to live together democratically through children's games” applied to the children of the district of Baños del Inca - Cajamarca - Peru-2022, for improving democratic attitudes in a good coexistence. The data were obtained through systematic observation and evaluation techniques, and the instruments were an observation sheet and a Likert scale survey. The population consisted of 417 preschool children in the district of Baños del Inca – 2022, while the sample consisted of 151 children from the educational institution “Niños de la Natividad” in the district of Baños del Inca. Control group 50 children - classrooms “Gatitos” and “Amiguitos”. Experimental group 101 children classrooms: “Estrellitas de Jesús”, “Angelitos”, “Niños Talentosos”, “Ositos Cariñosos”. The choice was intentional. The results of the pre-test showed a poor and regular level of democratic coexistence, unlike the post-test in the experimental group. For example, once the program was applied, the average of democratic coexistence in children's play increased considerably in the experimental sample to 84.00 points, a level of good; while in the control sample 29.28 points, a level of fairness. Similar results were obtained for each of the dimensions analyzed. In general, the result for the experimental sample in each of the dimensions was always at a good level, unlike the control sample.

Keywords: coexistence, democracy, children's play.

1. INTRODUCTION

This study is unavoidable when analyzing the problem of scarce attitudes of democratic coexistence among children in the district of Baños del Inca - Cajamarca - Peru; which accounts for the need of all human beings at the global, national, regional and local levels to learn to live together democratically with others, a competence that should be developed from childhood and that include pedagogical actions that lead to achieving optimal development of the competence referred to democratic coexistence (Ministry of Education, 2016).

In this way, the objective of the study is to determine the effectiveness of the Program we learn to live together democratically through children's games.

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The problem is manifested worldwide in a very crude way with the current conflicts that show to all nations the meager learning of democratic coexistence (El Mundo, 2022). In this regard, different organizations show their concern and take action to address the problem, which leads to the search for the common good for all people (Delors, 1994). (Grau Vidal and García Raga, 2018). Democratic coexistence is approached and analyzed from different areas; school, home, and public and private centers (Carroll et al., 2019).

It is necessary to emphasize that democratic coexistence is considered within human rights (Gallardo Fernández et al., 2019), which are supported by world instances that request that it takes place in all spaces of human interaction (Bae, 2016). As a pedagogical action, it should be given in practices of democratic coexistence (Chávez Romo et al., 2017; Grau Vidal et al., 2016), however, in the face of these weaknesses some question how it is being addressed and playful activities are proposed as it is the primary action of the child; given that in childhood one must learn to live together in democracy (Achavar Valencia, 2019; Martínez Rebolledo, 2019; UNICEF- Lego-Foundation, 2018).

At the national level, the problem is made known from social, economic and political spheres, being a cause for concern, and action supported by different governmental and private instances, the state makes available various curricular tools to address the problem presented and reinforce learning to train in democratic coexistence from childhood (Education, 2020; Ministry of Education, 2016). Several authors are concerned about addressing this problem; thus it was possible to investigate that several programs address this need (Hijuela Salvador and Holguin-Alvarez, 2019).

At the local level, the problem is determined in the same way and is addressed from the global and national regulations that include educational actions through the Curriculum (Ministry of Education, 2016) and the National Education Project (Education, 2020). In the Cajamarca region, there are curricular tools that lead to the attention of the problem presented (DRE Cajamarca, 2020). In the district of Baños del Inca there is the same problem and the need to learn to live together democratically from childhood, so it is proposed to address this situation through the application of the program we learn to live together democratically through children’s games.

This article is based on the methodology as the scientific method is used to respond to the problem and propose the program we learn to live together democratically through children’s games (Hernández-Sampieri and Torres, 2018; Grau Vidal and García Raga, 2018; Chávez Romo et al., 2017; Bernal Ochoa et al., 2018). In its social justification, it is judged very important since it is expected that the program provides a positive response to the achievement of learning democratic coexistence by improving attitudes of citizen participation (Díaz-Bórquez, 2018), also because the game is an activity that develops positive social attitudes in

interaction with others, considering that everyone can participate in it, developing learning for life in society, based on values and rights (Cáceres Zúñiga, Granada Azcárraga and Pomés Correa, 2018; Bae, 2016).

The theoretical justification was based on the studies of Piaget, who considers the importance of play in the development of democratic attitudes (PIAGET, 1932 - 1984) and Delors who refers that education is based on four pillars: learning to know, achieving knowledge and wisdom; learning to do, acting and mobilizing their physical, mental and socioemotional structures; learning to live together, to live with respect, rights and democracy and learning to be with autonomy, being an integral and integrated being, a citizen with values (Delors, 1994).

From a practical point of view, the article is justified as soon as the application of the program demonstrates the effectiveness of the game in the learning of democratic coexistence in children of early education in the district of Baños del Inca- Cajamarca, where the child makes decisions, establishes and negotiates rules, with the participants of the game, developing good social and communicative attitudes, given that coexistence is learned from the interaction with others (Ministry of Education, 2016). The text Rethinking Children’s participation in democratic processes: a right to play, expresses the need to achieve the participation of children in play activities in which democracy is promoted (Lester, 2013).

Pedagogical actions are necessary to promote learning to live together, be democratic and make decisions by consensus, and the experience of socialization involves the formation of their identity from two angles as a student subject to forms of organization and interpersonal rules; additionally as members of a group that must live together in spaces of equality and equity, respecting their individualities (Roser Grau Vidal et al., 2016; Chávez Romo et al., 2017; Grau Vidal and Garcia Raga, 2018). Also involve families in learning to live together and improve socioemotional well-being through play, so children learn, from their interests managing to develop a friendship (Bolaños and Stuart Rivero, 2019; Acevedo et al., 2021). Because of the above, the question that gathers this original article is: How does the game affect the learning of democratic coexistence?

Finally, the purpose of this original article is, a general objective: to demonstrate that the program we learn to live together democratically through children’s games, improves democratic coexistence among children in early education in the district of Baños del Inca Cajamarca in the year 2022; with specific objectives: (a), Diagnose the democratic coexistence of children in early education in the district of Baños del Inca. (b), To apply for the program we learn to live together democratically through children’s games for the children of initial education in the district of Baños del Inca. (c) To compare that the program we learn to live together democratically through children’s games improves the democratic coexistence among the children of initial

education in the district of Baños del Inca after its application. (d) To compare the results before and after the application of the program we learn to live together democratically through children's games.

II. METHODOLOGY

Method: The method used is inductive-deductive. With a quantitative-qualitative approach; predominantly quantitative. According to Hernández-Sampieri and Torres, (2018), in the research will link schemes of inductive thinking, following the Qualitative approach.

Type of Study: The type of research is experimental, as supported by Hernandez-Sampieri and Torres, (2018) “A study in which one or more independent variables are intentionally manipulated, to analyze the consequences that the manipulation has on one or more dependent variables, within a control situation for the researcher”.

Research design. It is quasi-experimental since as stated by Hernández-Sampieri and Torres, (2018) in this there are two groups, one control and the other experimental. A pre- and post-test are applied to both, to observe the results obtained in the manipulation of the dependent variable:

GE	O ₁	X	O ₂
Gc	O ₃		O ₄

GE = Experimental group comprised of 101 children, Niños de la Natividad initial educational institution. GC = Control group made up of 50 children, Niños de la Natividad early education institution. X = Application of the program “we learn to live together democratically through children's games” to children in early education in the district of Baños del Inca Cajamarca in the year 2022. O1 and O3 = Evaluation of the level of democratic coexistence before applying for the program: Pre-test. O2 and O4 = Evaluation of the level of achievement of democratic coexistence, after applying for the program: Post-test.

Population and sample: The population consisted of 417 preschool children from the district of Baños del Inca - Cajamarca - Peru- 2022. The sample consisted of 151 preschool children from the educational institution Niños de la Natividad in the district of Baños del Inca. Control group 50 children - Gatitos and Amiguitos classrooms. Experimental group 101 children classrooms: Estrellitas De Jesus, Angelitos, Niños Talentosos, Ositos Cariñosos. The choice was intentional.

Search criteria. For this article, a search was made in various databases of indexed journals such as SCOPUS, Web Of Science, Sage journals, ProQuest, Scielo, redalyc.org; virtual searches were also conducted in world organizations such as the UN, UNESCO, UNICEF, and governmental organizations such as the Ministry of Education (MINEDU) and the Regional Government of Cajamarca (DRE); as well as in other indexed journals.

The information found is scarce, however after an exhaustive inquiry, articles have been extracted from the year 2016 to the year 2021 that have been selected according to the following criteria: that the studies come from articles in indexed journals or from global and governmental organizations, to give greater enhancement to the research, thus considering primary sources of research conducted in advance by various authors, taking into account the quality standards of the same; and that the selected literature responds to the variables of the analysis. Democratic coexistence and children's play

For its development, a bibliographic review was chosen, using 20 articles. The results show the importance of the topic. The exclusion criteria discarded articles that were older than five years and articles that were distant from the subject matter being used.

III. RESULTS

Table 1: Scores and level of achievement of democratic coexistence. Summary table of the program “We learn to live together democratically through children's games” Pre-test and post-test. Experimental group

NO.	I.-Coexistence				II. Democracy				III. Children's play				Pre-Test		Post-Test		Achievement level
	Pre-Test		Post-Test		Pre-Test		Post-Test		Pre-Test		Post-Test		Score	Level of democratic coexistence through children's	Score	Level of democratic coexistence through children's	Additional points after the program
	Ptje	Level	Ptje	Level	Ptje	Level	Ptje	Level	Ptje	Level	Ptje	Level					
1	10	D	40	B	9	D	40	B	6	D	20	B	25	D	100	B	75
2	9	D	30	B	9	D	30	B	6	D	20	B	24	D	80	B	56
3	9	D	35	B	6	D	40	B	10	R	25	B	25	D	100	B	75
4	15	R	45	B	9	D	30	B	5	D	20	B	29	R	95	B	66
5	6	D	25	B	9	D	20	R	6	D	10	R	21	D	55	R	34
6	9	D	33	B	6	D	25	B	9	R	21	B	24	D	79	B	55
7	10	D	36	B	9	D	40	B	9	R	20	B	28	D	96	B	68
8	9	D	40	B	9	D	25	B	9	R	20	B	27	D	85	B	58
9	9	D	27	B	10	D	27	B	8	R	25	B	27	D	79	B	52
10	15	R	25	B	12	R	25	B	9	R	10	R	36	R	60	B	24
11	15	R	33	B	24	B	36	B	9	R	15	B	48	R	84	B	36
12	10	D	30	B	16	R	30	B	9	R	15	B	35	R	75	B	40
13	6	D	45	B	9	D	36	B	9	R	18	B	24	D	99	B	75
14	6	D	30	B	9	D	28	B	6	D	15	B	21	D	73	B	52
15	15	R	38	B	12	R	33	B	6	D	21	B	33	R	92	B	59
16	6	D	33	B	9	D	25	B	9	R	18	B	24	D	76	B	52
17	9	D	45	B	10	D	40	B	9	R	25	B	28	D	110	B	82
18	15	R	35	B	9	D	33	B	9	R	21	B	33	R	89	B	56
19	27	B	18	R	11	D	15	R	6	D	20	B	44	R	53	R	9
20	15	R	35	B	12	R	40	B	9	R	18	B	36	R	93	B	57
21	6	D	10	D	9	D	17	R	6	D	9	R	21	D	36	R	15
22	10	D	44	B	9	D	40	B	6	D	21	B	25	D	105	B	80

23	9	D	35	B	12	R	28	B	9	R	18	B	30	R	81	B	51
24	15	R	35	B	12	R	33	B	12	R	25	B	39	R	93	B	54
25	12	D	16	R	15	R	40	B	15	B	25	B	42	R	81	B	39
26	15	R	33	B	9	D	30	B	6	D	20	B	30	R	83	B	53
27	15	R	35	B	15	R	40	B	10	R	25	B	40	R	100	B	60
28	6	D	45	B	9	D	33	B	6	D	24	B	21	D	102	B	81
29	6	D	28	B	9	D	28	B	6	D	20	B	21	D	76	B	55
30	9	D	33	B	6	D	25	B	9	R	21	B	24	D	79	B	55
31	6	D	45	B	9	D	40	B	9	R	20	B	24	D	105	B	81
32	9	D	45	B	9	D	26	B	9	R	21	B	27	D	92	B	65
33	12	D	33	B	21	B	30	B	8	R	25	B	41	R	88	B	47
34	15	R	33	B	12	R	38	B	9	R	15	B	36	R	86	B	50
35	9	D	33	B	9	D	40	B	9	R	15	B	27	D	88	B	61
36	15	R	35	B	15	R	40	B	9	R	18	B	39	R	93	B	54
37	18	R	45	B	15	R	40	B	9	R	18	B	42	R	103	B	61
38	6	D	30	B	9	D	28	B	6	D	15	B	21	D	73	B	52
39	10	D	18	R	6	D	12	R	6	D	21	B	22	D	51	R	29
40	6	D	33	B	9	D	25	B	9	R	18	B	24	D	76	B	52
41	6	D	44	B	9	D	35	B	6	D	20	B	21	D	99	B	78
42	7	D	35	B	9	D	33	B	6	D	21	B	22	D	89	B	67
43	12	D	16	R	11	D	16	R	6	D	21	B	29	R	53	R	24
44	15	R	35	B	12	R	40	B	9	R	18	B	36	R	93	B	57
45	6	D	33	B	9	D	29	B	6	D	12	R	21	D	74	B	53
46	24	B	44	B	18	R	40	B	12	R	21	B	54	R	105	B	51
47	9	D	35	B	12	R	28	B	9	R	18	B	30	R	81	B	51
48	7	D	35	B	6	D	33	B	9	R	25	B	22	D	93	B	71
49	9	D	24	B	9	D	29	B	9	R	25	B	27	D	78	B	51
50	15	R	33	B	9	D	30	B	6	D	20	B	30	R	83	B	53
51	15	R	35	B	15	R	40	B	10	R	25	B	40	R	100	B	60

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52	30	B	45	B	9	D	33	B	8	R	25	B	47	R	103	B	56
53	6	D	28	B	9	D	28	B	6	D	20	B	21	D	76	B	55
54	9	D	33	B	6	D	25	B	9	R	21	B	24	D	79	B	55
55	9	D	21	R	12	R	18	R	9	R	15	B	30	R	54	R	24
56	24	B	45	B	11	D	26	B	9	R	21	B	44	R	92	B	48
57	27	B	40	B	21	B	40	B	8	R	25	B	56	B	105	B	49
58	15	R	33	B	12	R	38	B	9	R	15	B	36	R	86	B	50
59	15	R	33	B	24	B	40	B	9	R	15	B	48	R	88	B	40
60	15	R	35	B	15	R	40	B	9	R	18	B	39	R	93	B	54
61	18	R	45	B	15	R	40	B	9	R	18	B	42	R	103	B	61
62	6	D	15	R	9	D	20	R	6	D	15	B	21	D	50	R	29
63	15	R	38	B	12	R	33	B	6	D	21	B	33	R	92	B	59
64	6	D	33	B	9	D	25	B	9	R	18	B	24	D	76	B	52
65	21	R	45	B	18	R	40	B	13	R	25	B	52	R	110	B	58
66	15	R	35	B	9	D	33	B	9	R	21	B	33	R	89	B	56
67	27	B	42	B	11	D	38	B	6	D	21	B	44	R	101	B	57
68	15	R	35	B	12	R	40	B	9	R	18	B	36	R	93	B	57
69	6	D	15	R	9	D	16	R	6	D	12	R	21	D	43	R	22
70	9	D	9	D	7	D	9	D	6	D	15	B	22	D	33	R	11
71	9	D	35	B	12	R	28	B	9	R	18	B	30	R	81	B	51
72	15	R	35	B	12	R	33	B	12	R	25	B	39	R	93	B	54
73	25	B	35	B	12	R	40	B	15	B	25	B	52	R	100	B	48
74	15	R	33	B	9	D	30	B	6	D	20	B	30	R	83	B	53
75	15	R	35	B	15	R	40	B	10	R	25	B	40	R	100	B	60
76	30	B	45	B	9	D	33	B	8	R	25	B	47	R	103	B	56
77	6	D	18	R	9	D	15	R	6	D	20	B	21	D	53	R	32
78	9	D	33	B	6	D	25	B	9	R	21	B	24	D	79	B	55
79	21	R	45	B	14	R	40	B	9	R	20	B	44	R	105	B	61
80	24	B	45	B	11	D	26	B	9	R	21	B	44	R	92	B	48
81	21	R	40	B	11	D	40	B	8	R	25	B	40	R	105	B	65

82	15	R	33	B	12	R	38	B	9	R	15	B	36	R	86	B	50
83	15	R	33	B	24	B	40	B	9	R	15	B	48	R	88	B	40
84	12	D	35	B	15	R	40	B	9	R	18	B	36	R	93	B	57
85	18	R	23	R	15	R	20	R	9	R	18	B	42	R	61	B	19
86	6	D	30	B	9	D	28	B	6	D	15	B	21	D	73	B	52
87	9	D	17	R	6	D	15	R	6	D	9	R	21	D	41	R	20
88	6	D	33	B	9	D	25	B	9	R	18	B	24	D	76	B	52
89	21	R	25	B	18	R	30	B	13	R	25	B	52	R	80	B	28
90	15	R	35	B	9	D	33	B	9	R	21	B	33	R	89	B	56
91	27	B	42	B	11	D	38	B	6	D	21	B	44	R	101	B	57
92	15	R	35	B	12	R	40	B	9	R	18	B	36	R	93	B	57
93	6	D	33	B	9	D	29	B	6	D	12	R	21	D	74	B	53
94	24	B	44	B	18	R	40	B	12	R	21	B	54	R	105	B	51
95	9	D	35	B	12	R	28	B	9	R	18	B	30	R	81	B	51
96	15	R	35	B	12	R	33	B	12	R	25	B	39	R	93	B	54
97	28	B	43	B	15	R	40	B	15	B	25	B	58	B	108	B	50
98	6	D	9	D	9	D	16	R	6	D	15	B	21	D	40	R	19
99	15	R	35	B	15	R	40	B	10	R	25	B	40	R	100	B	60
100	30	B	45	B	9	D	33	B	8	R	25	B	47	R	103	B	56
101	6	D	28	B	9	D	28	B	6	D	20	B	21	D	76	B	55
\bar{x}	13	R	33	B	11	D	31	B	8	R	20	B	33	R	84	B	-
S	6.67	-	8.80	-	3.90	-	8.02	-	2.15	-	4.10	-	10.18	-	17.68	-	-
CV%	50%	-	26%	-	34%	-	26%	-	26%	-	21%	-	31%	-	21%	-	-
Min	6	-	9	-	6	-	9	-	5	-	9	-	21	-	33	-	9
Max								-	15	-	25	-	58	-	110	-	82

Table 2: Scores and level of achievement of democratic coexistence

Summary table of the program “we learn to live together democratically through children's games” Pre-test and post-test control group.

NO.	I.-Coexistence				II. Democracy				III. Children's play				Pre-Test		Post-Test		Achievement level
	Pre-Test		Post-Test		Pre-Test		Post-Test		Pre-Test		Post-Test		Score	Level of democratic coexistence through children's	Score	Level of democratic coexistence through children's	Additional points after the program
	Ptje	Level	Ptje	Level	Ptje	Level	Ptje	Level	Ptje	Level	Ptje	Level					
1	9	D	9	D	6	D	6	D	12	R	12	R	27	D	27	D	0
2	12	D	12	D	6	D	6	D	9	R	9	R	27	D	27	D	0
3	9	D	9	D	9	D	9	D	9	R	9	R	27	D	27	D	0
4	9	D	9	D	10	D	11	D	9	R	9	R	28	D	29	R	1
5	10	D	10	D	3	D	6	D	9	R	9	R	22	D	25	D	3
6	9	D	9	D	9	D	9	D	9	R	9	R	27	D	27	D	0
7	9	D	11	D	9	D	9	D	6	D	7	D	24	D	27	D	3
8	9	D	9	D	9	D	9	D	9	R	9	R	27	D	27	D	0
9	9	D	21	R	9	D	15	R	9	R	12	R	27	D	48	R	21
10	9	D	9	D	9	D	9	D	9	R	9	R	27	D	27	D	0
11	9	D	9	D	12	R	12	R	6	D	6	D	27	D	27	D	0
12	9	D	9	D	9	D	9	D	9	R	9	R	27	D	27	D	0
13	11	D	12	D	10	D	10	D	10	R	10	R	31	R	32	R	1
14	9	D	9	D	9	D	9	D	9	R	10	R	27	D	28	D	1
15	9	D	9	D	6	D	9	D	9	R	9	R	24	D	27	D	3
16	9	D	9	D	9	D	9	D	10	R	10	R	28	D	28	D	0
17	9	D	9	D	15	R	16	R	6	D	7	D	30	R	32	R	2
18	9	D	9	D	18	R	18	R	9	R	9	R	36	R	36	R	0
19	7	D	7	D	9	D	9	D	9	R	9	R	25	D	25	D	0
20	9	D	9	D	9	D	9	D	9	R	9	R	27	D	27	D	0
21	10	D	12	D	12	R	12	R	9	R	9	R	31	R	33	R	2
22	9	D	9	D	9	D	9	D	6	D	6	D	24	D	24	D	0
23	9	D	9	D	15	R	15	R	12	R	12	R	36	R	36	R	0
24	9	D	9	D	6	D	6	D	9	R	9	R	24	D	24	D	0
25	12	D	12	D	6	D	6	D	6	D	6	D	24	D	24	D	0

26	9	D	9	D	6	D	6	D	6	D	6	D	21	D	21	D	0
27	15	R	15	R	12	R	12	R	12	R	12	R	39	R	39	R	0
28	15	R	16	R	13	R	13	R	12	R	12	R	40	R	41	R	1
29	12	D	12	D	9	D	9	D	12	R	12	R	33	R	33	R	0
30	9	D	9	D	6	D	6	D	7	D	7	D	22	D	22	D	0
31	9	D	9	D	10	D	10	D	9	R	9	R	28	D	28	D	0
32	12	D	12	D	3	D	8	D	9	R	10	R	24	D	30	R	6
33	9	D	9	D	9	D	9	D	9	R	9	R	27	D	27	D	0
34	9	D	11	D	9	D	9	D	6	D	7	D	24	D	27	D	3
35	12	D	12	D	10	D	10	D	7	D	7	D	29	R	29	R	0
36	9	D	9	D	9	D	9	D	9	R	9	R	27	D	27	D	0
37	17	R	20	R	13	R	14	R	15	B	15	B	45	R	49	R	4
38	9	D	12	D	9	D	10	D	6	D	6	D	24	D	28	D	4
39	7	D	9	D	6	D	12	R	7	D	7	D	20	D	28	D	8
40	9	D	9	D	7	D	9	D	10	R	10	R	26	D	28	D	2
41	7	D	7	D	12	R	12	R	7	D	7	D	26	D	26	D	0
42	10	D	10	D	9	D	9	D	9	R	9	R	28	D	28	D	0
43	9	D	9	D	9	D	9	D	12	R	12	R	30	R	30	R	0
44	9	D	9	D	9	D	9	D	6	D	7	D	24	D	25	D	1
45	9	D	9	D	7	D	9	D	9	R	9	R	25	D	27	D	2
46	12	D	12	D	9	D	9	D	7	D	7	D	28	D	28	D	0
47	9	D	10	D	9	D	9	D	9	R	9	R	27	D	28	D	1
48	12	D	13	R	12	R	13	R	9	R	11	R	33	R	37	R	4
49	9	D	9	D	9	D	10	D	9	R	9	R	27	D	28	D	1
50	10	D	10	D	9	D	9	D	10	R	10	R	29	R	29	R	0
\bar{x}	9.82	D	10.4	D	9.16	D	9.82	D	8.82	R	9.04	R	27.8	D	29.28	R	-
S	1.95	-	2.73	-	2.80	-	2.65	-	1.99	-	1.97	-	4.80	-	5.59	-	-

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CV%	20%	-	26%	-	31%	-	27%	-	23%	-	22%	-	17%	-	19%	-	-
Min	7	-	7	-	3	-	6	-	6	-	6	-	20	-	21	-	0
Max	17	-	21	-	18	-	18	-	15	-	15	-	45	-	49	-	21

Table 1: Numerical and percentage distribution of the level of democratic coexistence through children's games. Review of the Pre-test and Post-test in the experimental group).

Grupo experimental					
Resumen	Escala	Pre-Test		Post-Test	
		Nº	%	Nº	%
		Bueno	56-110	2	2.0%
Regular	28-55	57	56.4%	12	11.9%
Deficiente	0-27	42	41.6%	0	0.0%
Total de niños.		101	100%	101	100%

Description: Table 1 shows that in the pre-test 41.6% of the children in the experimental group present a deficient level of democratic coexistence through children's play, while in the post-test 0.0% that is to say no child presents this level of democratic coexistence through children's play. In the pre-test it is observed that there were 2 children with a good level, representing 2.0%, but after applying the program, 88.1% of the children now present this level of democratic coexistence through children's play. A significant development is observed in the children of the experimental group.

Figure 1: Percentage distribution of the level of democratic coexistence through children's games. Revision of the Pre-test and Post-test of the experimental group.

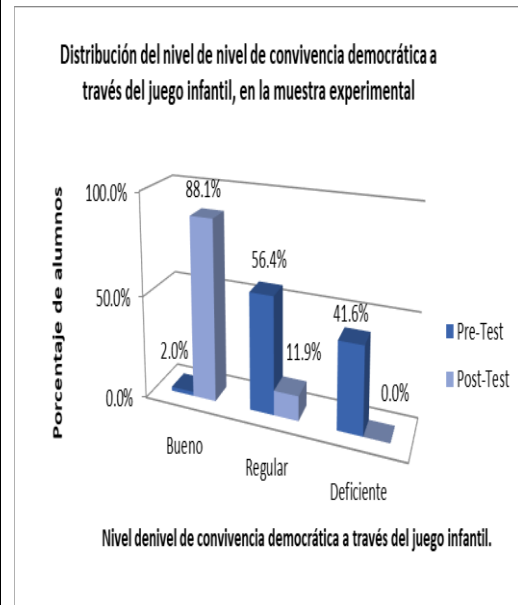


Table 2: Numerical and percentage distribution of the level of democratic coexistence through children's games. Revision of the Pre-test and Post-test in the experimental group.

Dimensiones.	Escala	Pre-Test		Post-Test	
		Nº	%	Nº	%
I.-Convivencia					
Bueno	24-45	13	13%	88	87%
Regular	13-23	36	36%	10	10%
Deficiente	0-12	52	51%	3	3%
II. Democracia					
Bueno	21-40	5	5%	88	87%
Regular	12-20	37	37%	12	12%
Deficiente	0-11	59	58%	1	1%
III. Juego infantil					
Bueno	14-25	3	3%	94	93%
Regular	8-13	65	64%	7	7%
Deficiente	0-7	33	33%	0	0%

Figure 2: Percentage distribution of the level of democratic coexistence through children's games. Revision of the Pre-test and Post-test in the experimental group.

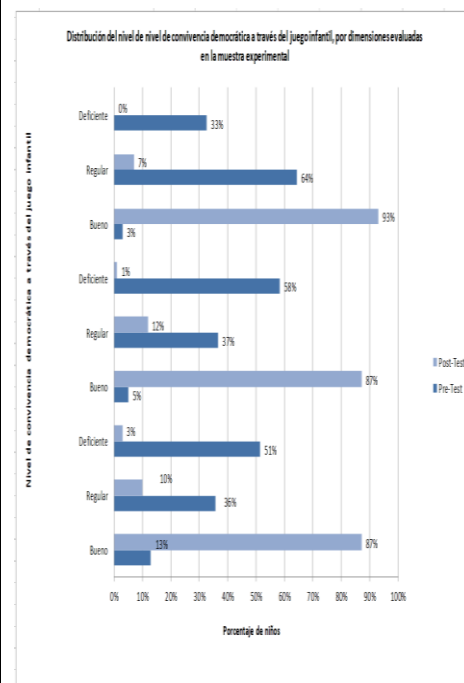


Table 3: Numerical and percentage distribution of the level of democratic coexistence through children's games. Revision of the Pre-test and Post-test in the control group.

Grupo control					
Resumen	Escala	Pre-Test		Post-Test	
		Nº	%	Nº	%
		Bueno	56-110	0	0%
Regular	28-55	13	26%	16	32.0%
Deficiente	0-27	37	74%	34	68.0%
Total de niños.		50	100%	50	100%

Figure 3: Percentage distribution of the level of democratic coexistence through children's games. Revision of the Pre-test and Post-test in the control group.

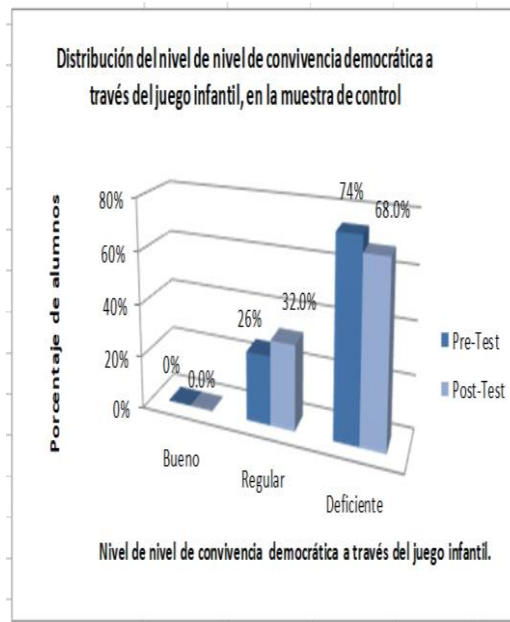
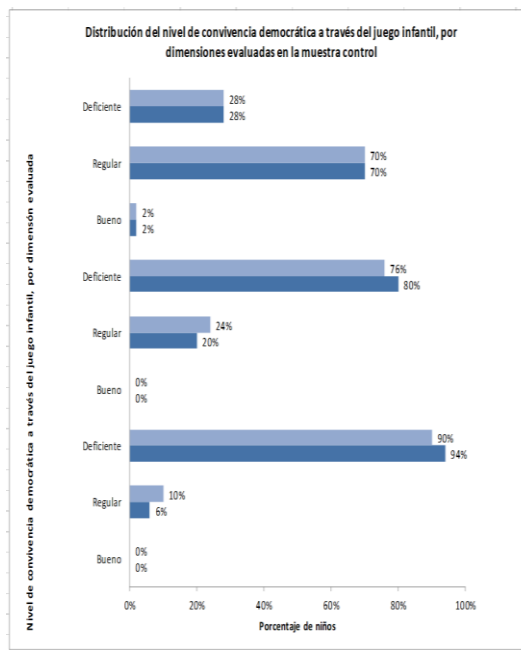


Table 4: Numerical and percentage distribution of the level of democratic coexistence through children's games. Revision of the Pre-test and Post-test in the control group.

Dimensiones.	Escala	Pre-Test		Post-Test	
		Nº	%	Nº	%
I.-Convivencia					
Bueno	24-45	0	0%	0	0%
Regular	13-23	3	6%	5	10%
Deficiente	0-12	47	94%	45	90%
II. Democracia					
Bueno	21-40	0	0%	0	0%
Regular	12-20	10	20%	12	24%
Deficiente	0-11	40	80%	38	76%
III. Juego infantil					
Bueno	14-25	1	2%	1	2%
Regular	8-13	35	70%	35	70%
Deficiente	0-7	14	28%	14	28%

Figure 4: Percentage distribution of the level of democratic coexistence through children's games. Revision of the Pre-test and Post-test in the control group.



IV. DISCUSSION OF RESULTS.

The general objective was to demonstrate that the program

we learn to live together democratically through children's games, improves democratic coexistence among children in early education in the district of Baños del Inca Cajamarca in the year 2022; with specific objectives: (a), Diagnose the democratic coexistence of children in early education in the district of Baños del Inca Cajamarca in the year 2022. (b), To apply the program we learn to live together democratically through children's games to children in early education in the district of Baños del Inca Cajamarca year 2022. (c) To compare that the program we learn to live together democratically through children's games improves democratic coexistence among children in early education in the district of Baños del Inca Cajamarca year 2022 after its application. (d) To compare the results before and after the application of the program we learn to live together democratically through children's games.

The empirical analysis of the relevance and significance of the program we learn to live together democratically through children's games, to improve democratic coexistence was estimated through the experimental sample IE Niños de la Natividad (experimental group 101 children - 4 classrooms Estrellitas De Jesús, Angelitos, Niños Talentosos, Ositos Cariñosos) and control sample IE Niños de la Natividad (control group 50 children from the classrooms Amiguitos and Gatitos) according to enrollment records of the educational institution. And the observations were developed during the learning experiences of the year 2022. The post-test observations were carried out in both the experimental and control samples. When analyzing the dimensions Coexistence, Democracy and Children's Play. In the Description: Table 1 shows that in the pre-test 41.6 % of the children in the experimental group present a deficient level of democratic coexistence through children's play, while in the post-test 0.0%, that is, no child presents this level of democratic coexistence through children's play.

In the pre-test it was observed that there were 2 children with a level of good, representing 2.0%, but after applying the program, 88.1% of the children now present this level of democratic coexistence through children's games. A significant development is observed in the children of the experimental group.

Tables 1, 2, 3 and 4 show that in the pre-test in both samples the children present a deficient and regular level both in the program “we learn to live together democratically through children's games” and in each of its dimensions: Coexistence, democracy and children's play. The average of the pre-test in the experimental sample is 33.00 points while in the control sample it is 27.8; as can be seen, there is not much difference between both samples before applying the program we learn to live together democratically through children's play. Once the program was applied, the average of democratic coexistence in the children's game increases considerably in the experimental sample to 84.00 points while in the control sample it is 29.28 points. Likewise, in the pre-test, the minimum score obtained in the experimental

sample is 21 and in the control sample is 20, but once the program is applied the minimum score in the experimental sample is 33. In the pre-test, the maximum score obtained in the experimental sample is 58 and in the control sample is 45, but once the program is applied the maximum score in the experimental sample is 110, while in the control group it is 49 (Tables 1 and 2).

The learning experiences were developed exclusively in the experimental sample to evaluate what would be the consequence of the application of the program in this sample. Ten learning experiences were carried out starting with the assembly in which the students dialogued and made agreements related to the game, creating their agreements of democratic coexistence; in each activity, it was possible to observe an increasing positive tendency regarding the achievement of each one of the dimensions, this would show how the children are achieving the learning of democratic coexistence through the children's game. There was an increasing pattern in each of the dimensions.

Post-test observations were made in both the experimental and control samples. The result of the post-test in the experimental sample is superior to that of the control sample, given that in the experimental sample the program was applied with learning experiences. The average obtained by the children of the experimental sample in the post-test was 84.00 and in the control sample, it was 29.28. It is possible to observe the great difference in the scores of democratic coexistence through children's games.

In summary, after having discussed the previous results, it can be inferred that the application of the program is efficient and very important for the development of democratic coexistence through children's games. This was evidenced in the moments in which they carried out the assembly, demonstrating a listening to all ideas, contributing their ideas and submitting it to vote to make decisions by consensus, also showing respect for all participants of the game by accepting and valuing ideas, opinions, tastes and preferences in the children's game, they also shared their toys and materials they used in the chosen game; demonstrated to be increasingly tolerant, (UNICEF- Lego-Foundation, 2018; Carroll et al., 2019; Achavar Valencia, 2019), presenting a good level of coexistence when interacting with their peers, dialoguing with their peers, expressing their opinions, respecting their peers and waiting their turn, presenting a good level of democracy when they manifest in their own words what is coexistence and democracy, express in their way how the children's games will be carried out, reach consensus with their peers and make agreements (Grau Vidal and García Raga, 2018; Díaz-Bórquez, 2018; Educación, 2020; DRE Cajamarca, 2020), presenting a good level of children's play when they play with everyone without distinction, express themselves by making their ideas known feelings clearly and in an appropriate tone of voice and formulate solutions to the conflicts that are generated in the games.

A more specific analysis of each of the dimensions evaluated

will follow.

The first dimension evaluated was Co-existence. In the pre-test, it is observed that the average score is different in both samples, in the experimental sample it is 13.00 points, regular and in the control sample, it is 9.82 points deficient. The minimum score obtained in the pre-test in the experimental sample is 6 points and in the control sample it is 7 points, the maximum score is 30 and 17, respectively. In the post-test a great difference is observed between both samples, in this way, the average score is 33.00 points, good in the experimental sample and 10.4 points deficient in the control sample. Also, the minimum and maximum values increase in the experimental sample much more than in the control sample. This indicates that the program is significant in this sample. It can be concluded that from the program there was a good level of coexistence by interacting with their peers, dialoguing with their peers, expressing their opinions, respecting their peers and waiting their turn as mentioned by Acevedo et al. (2021) and Bae (2016), with the participation and commitment acquired from the families in working together to achieve a good coexistence in their younger children (Bolaños and Stuart Rivero, 2019) that from the educational action, actions and learning experiences in healthy coexistence are promoted (Chávez Romo et al., 2017; Delors, 1994; Bernal Ochoa et al., 2018). All these are indicators that reinforce the observed scores.

Regarding Democracy, 31.00 of the children in the experimental sample obtained a good level after applying the program and evaluating the post-test. In the control sample, there was no significant change and the children presented 9.82 points at the deficient level. In the pre-test, the minimum and maximum average scores for the experimental sample were 6.00 and 24.00, while in the control sample they were 3.00 and 18.00. This was achieved thanks to the fact that from the beginning space was created for dialogue and the reaching of agreements for the construction of democracy. Presenting a good level of democracy when it manifests with its own words that it is coexistence and democracy, expresses in its way how the children's games will be carried out, consensual with their peers and take agreements, as mentioned by the (Ministry of Education, 2016; Díaz-Bórquez, 2018; Tadeu, 2018).

Regarding children's play, it is observed in class that children generally encourage constant games since their nature is to play as manifested by (PIAGET, 1932 - 1984) (UNICEF- Lego-Foundation, 2018; Cuellar Cartaya, 2017; Carroll et al., 2019; Acevedo et al., 2021). This can be observed in the pre-test data in both cases it was perceived that the children presented deficient and regular levels. In the post-test, 20.00 points were achieved at a good level in the experimental sample. In the control sample, this could not be achieved. In the pre-test, the minimum, maximum and average score of the experimental sample was 6 and 20 for the experimental sample, while for the control sample it was 6 and 15. In the post-test, it was observed that these values increased for the experimental samples 9 and 25, but not so

significantly for the control sample. This identifies the importance of the program to improve this dimension of child play among children (Achavar Valencia, 2019; Ministry of Education, 2016).

V. CONCLUSIONS

The program learns to live together democratically through children's games improved significantly as shown in Figures 1, 2, 3, and 4, corresponding to each of the dimensions.

The program we learn to live together democratically through children's game was designed taking into account the competencies referred to coexistence democracy and the search for the common good (Ministry of Education, 2016) 10 learning experiences were carried out, which were permanently observed and evaluated.

The most visible attitudes of democratic coexistence that characterized the children in early education in the district of Baños del Inca - Cajamarca in 2022 before the implementation of the Program were scarce democratic coexistence and scarce joint decision-making in the search for the common good.

The most visible attitudes of democratic coexistence that characterized the children of the experimental group 101 children classrooms: Estrellitas De Jesús, Angelitos, Niños Talentosos, Ositos Cariñosos; of the educational institution Niños de la Natividad of the district of Baños del Inca - Cajamarca - 2022 after the application of the Program present a good level of democratic coexistence; They are open to dialogue to make decisions together, accept other ideas, agree on the rules of coexistence during the game and think of positive actions to solve possible conflicts that arise, although it is true that not all children had the same additional score after the program, it was possible to observe the progress of each of them; here parents also came into play, demonstrating the importance that the family has in improving the learning of their children, in this case, the learning of democratic coexistence.

When confronting and contrasting the results of the program “We learn to live together democratically through children's games”, Figures 1,2,3, and 4 show an improvement in democratic coexistence among children in early education in the district of Baños del Inca Cajamarca in the year 2022 after its implementation.

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