INCLUSION OF MULTIMEDIA PRESENTATIONS IN THE FIRST LEVEL OF BASIC EDUCATION IN VERACRUZ, VERACRUZ, MEXICO FOR THE TRANSMISSION OF CULTURE IN KINDERGARTENS

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Abstract

The digital divide should be shorter each time, but the lack of technological infrastructure in public schools such as computers, projector, speakers and the internet; Cause many electronic materials not to be used for the transmission of knowledge; And even sadder that those teachers with their own resources want to use these tools and are not allowed to apply them. Children at this level of education belong to a fully digital generation; So, it is imperative that electronic teaching be used in their teaching, under the necessary skills and care. The use of multimedia presentations at the initial basic level of teaching in public kindergartens is not fully included in their curriculum. This research is directed to 5 kindergartens located in the periphery of the Faculty of Administration of the University Veracruzana, since it is intended to develop a project of electronic animations that transmits the culture and history of Veracruz, with which it is intended that said Materials converge and replicate in different municipalities of the State, taking as pilot test only those of the Port of Veracruz, so qualitatively through a questionnaire, divided into four dimensions: technology use, policies and curriculum, Teaching strategies and digital material development, teachers surveyed will provide their perspectives and expectations of technology in the use of electronic animations. To incorporate these resources as a didactic means and the inclusion of the culture in the children in this level of education will allow to generate in them knowledge of historical events, places, personages through the significant learning.

Keywords: Children, Education, Transmission, Culture and Technology.

1 INTRODUCTION

The research focuses on the initial basic level because it is one of the stages of this level where there has been no technological development in the teaching method. It is important to determine if teachers are willing to develop multimedia presentations for cultural inclusion.

It is a priority to raise awareness about the current situation and consequently to promote the best use of these tools for teaching the culture of the state of Veracruz, helping us with the new educational reforms, so identifying the activities they carry out is an important part to understand Better the situation of teachers today, to determine if the use of animated presentations would support the playful transmission of culture at the initial basic level of education.

The problem addressed by this study focuses on the following research question: How to incorporate multimedia presentations at the basic level for cultural inclusion? Using multimedia presentation in basic education focused on initial education.

1.1 General objective

Determine whether the use of animated presentations would support the playful transmission of culture at the initial basic level of education.

1.2 Specific objectives

- Know which electronic presentation tools are most used by teachers
- Identify the incidence of use of electronic presentations as a means of working teachers
- Show the benefits to the student's learning with this teaching technique
- Propose the use of multimedia tools for cultural teaching at the initial basic level
2 METHODOLOGY

The present research is descriptive; Since we consider and measure certain aspects of teaching through multimedia at the basic level. We evaluate the facts based on how we observe them at first within our context and later are described from the results obtained.

A total of 30 teachers came from 5 different kindergartens. The average age of the students was not recorded, however, if the teacher's time was registered, which was at least 4 months and a maximum of 35 years, which were of the female sex without having a male percentage.

The collection of information was done by the technique of the slope using the questionnaire, will be applied as follows: 30 participants will be asked.

Participants were surveyed face-to-face in their respective institutions, using the instrument printed on letter-sized sheets. The data that we collect from the application of the instrument, will be strictly confidential.

2.1 Quantitative instrument

The present study is of quantitative cut conformed by the instrument named like "multimedia presentations in the education of basic level". The population was constituted by the teachers of basic level of Veracruz.

This tool is composed of four dimensions, where 8 elements are derived, from which the questionnaire of 20 questions was generated.

1. Policies and study program
2. Teaching program
3. Development of digital material
4. Multimedia presentation tool

The variable table is presented (Table 1), describing the dimensions that supported the description of the information and the elements that integrate the applied questionnaire.

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>DIMENSIONS</th>
<th>INFORMATION</th>
<th>COLLECTION INSTRUMENT</th>
<th>TECHNIQUES TO BE USED</th>
<th>ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies and programs of study</td>
<td>Know the skills of teachers</td>
<td>inquiry</td>
<td>Questionnaire</td>
<td>Skill</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use multimedia presentations</td>
<td></td>
<td></td>
<td>Training of teachers</td>
<td></td>
</tr>
<tr>
<td>Teaching program</td>
<td>Perspective of teachers</td>
<td>inquiry</td>
<td>Questionnaire</td>
<td>The importance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning capacity</td>
<td></td>
<td></td>
<td>Acquire learning</td>
<td></td>
</tr>
<tr>
<td>Development Multimedia Equipment</td>
<td>Know the use of multimedia</td>
<td>inquiry</td>
<td>Questionnaire</td>
<td>Designed or downloaded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support in the transmission of knowledge</td>
<td></td>
<td></td>
<td>How do you use it</td>
<td></td>
</tr>
<tr>
<td>Presentation of the Multimedia tool</td>
<td>Technological resources for presentation</td>
<td>inquiry</td>
<td>Questionnaire</td>
<td>Has the necessary equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inclusion of culture through technology</td>
<td></td>
<td></td>
<td>It offers the meaning of culture</td>
<td></td>
</tr>
</tbody>
</table>

3 RESULTS

Teachers know and apply in the classroom the program of integration of ICTs in education, as well as all have received courses on the use of ICTs on behalf of the institution without having to go to courses on their own.
A small percentage of teachers know about the ICT integration program, but no teacher implements it in the classroom. In addition, institutions do not offer courses on the use of ICTs, so teachers must take courses on their own.

Teachers consider electronic resources as non-favorable in basic education, but instead consider that they create a dependence on technology and there is no interaction with the student.

Teachers consider electronic resources as important in the classroom because there is an interaction in the knowledge that favors the acquisition of learning, but not only would support this medium because it could become dependent on it.

The teachers make or download multimedia teaching material for their classes and the facilities have all the resources to use these tools.

Most teachers prefer to download multimedia presentations to use in their classes because they have computers from either the institution or their property.

The most representative graphs of the investigation are presented according to the cited dimensions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there recommendations for the teaching of information and communication technology to be part of a subject (or subjects) in a specific degree (or degrees)?</td>
<td></td>
</tr>
<tr>
<td>Do you consider special training courses in the use of multimedia presentations for teachers?</td>
<td></td>
</tr>
<tr>
<td>From your perspective, what importance does the use of multimedia resources deserve, as didactic support in the teaching-learning processes?</td>
<td></td>
</tr>
<tr>
<td>Uses interactive multimedia teaching materials in which students actively participate</td>
<td></td>
</tr>
</tbody>
</table>

The educational center has a technological...
4 CONCLUSION

It is concluded that multimedia presentations have benefits in initial basic education because there is a greater interaction with the ability to motivate the learning process in students, that is to say that children attract multimedia elements attracting more attention on the subject. In addition, the research gives rise to other consecutive projects that transmit through historical multimedia events, national celebrations, etc., not only of its municipality but of other municipalities that contribute culture, tourism and heritage of its state to its learning, taking advantage of the interest of teachers who commit to participate actively although it is not a required subject in the curriculum.

REFERENCES