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Juego sensoperceptivo: estrategia didáctica – pedagógica orientada al desarrollo del equilibrio, las habilidades motrices, intelectuales y el aprendizaje en estudiantes de básica elemental (Sub-nivel 2)

Sensory-perceptual game: didactic-pedagogical strategy aimed at the development of balance, motor and intellectual skills and learning in elementary school students (Sub-level 2)

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Palabras claves:
Aprendizaje.
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Didáctica.

Resumen

Introducción: El Ministerio de Educación mediante el currículo incluye actualizaciones curriculares, para garantizar el desarrollo integral del niño, comprometiendo a los educadores en el proceso de enseñanza aprendizaje a través de juegos sensoperceptivos, estrategias, y métodos que potencien el equilibrio y el movimiento, considerando que se debe mejorar la movilidad, las capacidades manuales y habilidades motoras. **Objetivo:** determinar la importancia del juego sensoperceptivo: estrategia didáctica – pedagógica orientada al desarrollo del equilibrio, las habilidades motrices, intelectuales y el aprendizaje en estudiantes de Básica Elemental (Sub-nivel 2) en la Escuela de Educación General Básica Manuela Espejo. **Metodología:** adquiere un enfoque cualitativo, con un diseño no experimental, junto con el alcance descriptivo. La técnica aplicada fue la observación el instrumento fue validado mediante el programa estadístico SPSS para una mejor veracidad en el momento de efectuar la recolección de datos numéricos. **Resultados:** se estableció que la aplicación de juegos sensoperceptivos en Básica Elemental (Sub-nivel 2) es poco utilizada por las educadoras a pesar de sus ventajas, factor que afecta a la postura del cuerpo, el desarrollo del equilibrio, las habilidades motrices, intelectuales y el aprendizaje. **Conclusión:** Se diagnosticó las dificultades en el desarrollo del equilibrio, las habilidades motrices, intelectuales y el aprendizaje en estudiantes de Básica Elemental (Sub-nivel 2) en la Escuela de Educación General Básica Manuela Espejo. Por tanto, se establece que en el sistema formativo la implementación de estrategias y actividades lúdicas permitirán lograr mejores resultados en el rendimiento académico, la toma de decisiones, solución de problemas y trabajo en equipo. **Área de estudio general:** Didáctica. **Área de estudio específica:** estrategias lúdicas.

Keywords:
Learning.
Development of balance.
Education. motor skills
Intellectual skills.

Abstract

Introduction: The Ministry of Education through the curriculum includes curricular updates, to guarantee the comprehensive development of the child, engaging educators in the teaching-learning process through sensory-perceptive games, strategies, and methods that enhance balance and movement, considering that mobility, manual abilities , and motor skills must be improved. Objective: determine the importance of sensory-perceptive play: a

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Sensory-perceptive games. Pedagogy. Didactics.

didactic-pedagogical strategy aimed at the development of balance, motor, and intellectual skills, and learning in Elementary School students (Sub-level 2) at the Manuela Espejo School of Basic General Education. Methodology: acquires a qualitative approach, with a non-experimental design, along with the descriptive scope. The technique applied was observation, the instrument was validated using the SPSS statistical program for better veracity at the time of collecting numerical data. Results: it was established that the application of sensory-perceptive games in Basic Elementary (Sub-level 2) is little used by educators despite its advantages, a factor that affects body posture, the development of balance, motor, and intellectual skills. and learning. Conclusion: Difficulties in the development of balance, motor and intellectual skills and learning were diagnosed in Elementary School students (Sub-level 2) at the Manuela Espejo School of Basic General Education. Therefore, it is established that in the training system the implementation of strategies and recreational activities will allow achieving better results in academic performance, decision making, problem solving and teamwork.

Introduction

Therefore, the research work focuses on the study of sensory-perceptive play, aiming to deepen the vision that educators have in reference to the development of balance, motor and intellectual skills and learning in Basic Elementary students (Sublevel 2). , considering that they constitute the basis for other capabilities that require greater precision and coordination.

The game as a didactic and pedagogical tool in the development of balance

The importance of early stimulation is a history that has emerged since the 1800s. It was born with the need to cognitively develop children from their early childhood in a preventive act to avoid difficulties in comprehensive development that may appear throughout their lives. ; The human being from his conception interacts and participates with the environment that surrounds him, for this reason, sensory perception is a factor that connects the child with the external world.

On the other hand, Andrade(2020), in his work: “The game and its cultural importance in learning” ensures that the game strengthens balance, motor and intellectual skills and

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learning, in addition, it allows the interest of the participants to be guided by their environment; The teacher fulfills the role of counselor with the initiative of presenting games that develop skills according to interests, needs, expectations, age and learning rates, games generate interest at an early age and should aim to develop balance, skills motor, intellectual and learning.

Along these same lines Delgado et al.(2019), states in his work on: "Recreational games in the development of motor balance of children in Manta-Ecuador" that children have an evolutionary development from their first years of life in aspects such as language, motor skills, cognition and socio-emotional sphere, development that occurs through movement, this physical and motor growth is governed based on three principles: cephalocaudal, proximal distal and motor skills from general to particular (gross-fine); Movement is a complex network of connections involving the basal ganglia and the premotor cortex, which are activated by rhythm.

Didactics in improving cognitive skills

Didactics is a theoretical-normative science of education that tries to strengthen intellectual habits through the integration of cultural value; for López &Indacochea (2020)It is the art of teaching, the dissertation, normative, scientific, human intellectual education, systematic study of knowledge, auxiliary science, stimulation technology, teaching theory, general doctrine, method, technique, procedure, specific discipline, pedagogical, of the normative practice, reflective applied norm, teaching techniques, teaching theory and teaching methodology.

Most authors specify their definition by focusing on the research object of this science, being an unconvincing way that distorts the true scope and limits epistemological research from a critical stance. In this sense, Imbacuan et al.(2022)states that didactics is the result of the combination of teaching that is related to educational achievement. Therefore, it is an auxiliary and applied science of pedagogy that guides the performance and fulfillment of educational tasks, the purpose is to obtain psychological information about the processes of intellectual formation and identify appropriate methodological techniques that contribute to training development.

To achieve the educational objectives established in the school programs, teachers plan, organize, manage and implement methodologies in the learning process that benefit training and experience. With this premise Moreno(2011)mentions the following factors:

Scientific and epistemological factor. As a result of practical experience and scientific research, new ways of understanding and constructing knowledge are created, questioning positivism as an objectivist paradigm and as the only method through new methodological forms oriented towards interpretation and criticism.

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*Social Factor.*The advance from postmodernism is widespread, while the development of the information society is dizzying, demanding and necessary. In this context, educational institutions face new demands based on the emergence of other forms of thinking, perception and interpretation of reality, teaching, learning and practical functioning.

*Professional Factor.*For Bustillos(2022), role changes include innovations in organization, administration and management in educational institutions, generating transformations in educators in pedagogical, didactic and methodological work, with a vision of constructivism, improvement of the learning process and compliance with standards. quality.

By way of conclusion, it is established that didactics is a professional task that integrates a scientific procedure, the exercise of thought, effort and an intellectual construction, with a logical, precise, objective, coherent, concrete, concrete and directional approach related to objects, beings, phenomena, things and ideas, which favors their representation and the understanding of concepts aimed at meaningful learning, with emphasis on the integral development of personality in a diverse, changing, demanding and contradictory context.

Pedagogical teaching strategies. Currently, education has changed, with it the methodologies and strategies used by teachers, its innovation aims to generate learning experiences, avoiding traditional systems, focused on activities guided by this vision, for Choquichanca et al.(2020)Methodological strategies are a set of procedures with a specific purpose, to achieve meaningful learning as a basis for the acquisition of new knowledge. In this context, it follows that strategies are processes to select, coordinate and implement skills, oriented towards strengthening the cognitive domain, through the sequence of actions, the acquisition and assimilation of new knowledge.

Teachers use strategies to plan activities, generate learning in students, explore prior knowledge, achieve competitive goals, evaluate learning, they also enable evaluation, with this perspective Pillajo et al.(2021)states, pedagogical didactic strategies are a set of procedures used by educators to improve the teaching-learning process, which is why they must be chosen and applied according to the contents and particular characteristics of the students in a structured way, facilitating the development of comprehension skills oriented towards the generation of significant learning.

Pedagogical teaching strategies in the development of balance, motor and intellectual skills and learning

Currently, humanity lives in constant changes, where the educational system is called to take a leading role to help solve the crises caused in the training sector, especially the new educator, the person responsible for the quality of education; Therefore, their academic

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training is important for the implementation of methods, techniques and strategies that help increase the level of competence of students in teaching-learning; in this regard according to Quiroz &Slim (2021), mentions the following aspects linked to the use of pedagogical teaching strategies in the educational environment:

Pedagogical didactic strategies are those that guide the teacher to proceed in a certain way in the classroom, organize and guide the activities to be carried out, thus, the experiences acquired in the classroom lead to improving the teaching and learning process.

It is important to consider that students are committed to learning how to learn through the use of the intellectual tools available to them for the acquisition of new knowledge, skills, formation of attitudes and values; Within the scope of this purpose, the teacher must help students develop their cognitive and creative potential through pedagogical didactic strategies, based on their interests and the demands of today's society.

For Baque & Portilla(2021), pedagogical teaching strategies are intervention guidelines chosen by the teacher in the classroom (covering aspects of measurement, organization and use of teaching resources), in addition, they may contain tasks that lead to the completion of the tasks at a specific time, time and situation; procedures (a set of tasks) and/or techniques (an ordered sequence of tasks that lead to specific results).

Therefore, it is deduced that pedagogical didactic strategies allow the identification of principles and criteria through methods, techniques and procedures that form an ordered and planned sequence that enable the construction of knowledge in the teaching-learning process, the development of balance, the motor and intellectual skills

Sensory-perceptive games in sensory development, motor and intellectual skills and learning

The game has become a didactic tool, effective in teaching different areas of educational programs and research at all levels; However, according to Paternina & Oliveros(2023)The practice of games has a greater impact during the first years of Basic Elementary (Sub-level 2).

In this context, before addressing the relevance of the game for learning processes in school environments, it is necessary to conceptualize the game to evaluate its dimensions; Thus, from this perspective the author Ruiz(2017)Games are free activities that boys or girls may or may not accept considering that their beginnings are aimed at the development of skills through practice instead of theoretical, descriptive or rational learning (p. 128). For example, skills such as attention, speed, and word association. Therefore, play is transcendental during childhood, and is present throughout life.

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By analogy, while sensory stimulation and interpretation nourishes the growth and development of the brain, it produces sensory information through motor integration to respond to stimuli; This balance can be achieved through creative and interactive play.

According to researchers Gil et al.(2018)Newborns make various involuntary rhythmic movements (reflexes) that help develop motor patterns as they begin to control movement patterns to reach for things they see or touch. The union of all these representations associated with purposeful movements leads to achieving the desired goals, constituting what Piaget(1973)called internalization.

In this context, movement involves the body to receive tactile stimuli, discover empty spaces and interact with people and objects; In the childhood stage, it helps the development of balance, motor and intellectual skills and learning, in addition, it allows you to define the capabilities and limitations of your body in relation to space, to perceive the muscular strength necessary to perform certain movements and perform certain tasks. actions (p. 8).

Therefore, children who relate their motor activities, sensorimotor activities, and movement, acquire experiences of their environment, understand the world of people and things, in short, everything that makes up their microcosm, the aforementioned aspects help in its differentiation, adaptation and progressive integration.

Balance is understood as an individual ability that is acquired from birth, developed in the first years of life and perfected during adolescence; About Bathroom & Walls(2023)They consider balance to be an essential innate ability to maintain adequate health and quality of life.

Therefore, psychomotor development is of crucial importance in the first years of life, since the abilities and skills that the child will have in the future depend on this stage. As a consequence, there are differences in the child's ability to maintain straightness and balance during movements, manifesting the so-called motor clumsiness.

Balance disorders, manifested by instability when walking, standing, climbing stairs and difficulty turning; frequent falls, wobbly legs, and difficulty walking in the dark; less frequently, vertigo occurs in pathological conditions.

Fundamentally, balance is involved in the development of gait; This important process in motor and intellectual skills and learning (Ardanaz, 2018), and since the movement patterns present at birth are integrated into motor skills and abilities, they affect the cognitive and psychosocial development of children; balance must be trained like any other skill; because it coordinates movements and promotes correct body movement; motor, intellectual and learning skills to better explore the world.

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Cabrera &Dupeyron (2019), mentioned that balance involves maintaining a stable position of the body in changing conditions and solving motor tasks in conditions of extensive movement. This ability is built from the visuospatial and vestibular information integrated by the nervous system. In this way, sensations of movement and spatial orientation are perceived, which configure the child's relationship with her body, objects, identification and graphic representation of her body and the things that surround it.

Sensory experiences include touch, movement, body control, sight, hearing, and standing; They are not separate experiences because all the senses work together. Through sensory integration, the brain organizes information from the environment and the body; while motor behavior is the basis of human learning; encompasses behaviors: general balance, which refers to tone and posture; general dynamic coordination involving movement and jumping; and visual-motor coordination, which requires different practices that include the eyes and any part of the body (Churqui, 2018).

In this way, the child can establish his own body scheme and spatial ideas, when he does not have control of balance appropriate for his age, he cannot correctly perceive himself and everything around him, this affects spatial integration and control. postural.

It is significant to remember that students before learning to read and write need to train their balance. Therefore, the ability to maintain a balanced posture must be developed along with other basic physical and motor skills such as flexibility, resilience, strength, speed and coordination.

Balance, part of tonic postural control, allows children to master body movements, this posture manifests itself in a standing position, however, several children have difficulty maintaining balance or cannot control postures that are more difficult than expected (Condori, 2021), the maturity of the central nervous system and the vestibular apparatus are involved. Therefore, there is a need to integrate information from various receptor pathways in the cerebellum that trigger self-adjustment of body structures. That is, a good balance indicates a rational relationship between maintaining the integrity of the systems involved.

Motor possibilities. Motor potential refers to the child's ability to move in accordance with his or her developmental age, taking into account his or her anatomical and physiological characteristics, to develop motor skills through dexterity, precision and coordination of the whole body; From the point of view of (Cerna, 2019), the child builds his corporeality using his motor skills to express himself autonomously and creatively (p. 5). Children develop motor, intellectual and learning skills based on their body recognition, gender recognition and environmental exploration, which allows them to perform simple movements such as walking, jumping, running, climbing, crawling, etc.

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They also have the motor ability to locate. in his own state in relation to his body, the objects around him and people.

Motor skills. For Viciana & Cano(2017)It is the ability to perform movements that are accompanied by muscle contractions that, coordinated with different parts of the body, benefit balance, considered an integral element of motor activity in combination with exercise, in this way it interacts with different parts of the body; along with other areas of the curriculum or subjects, they help develop different aspects of the child's personality

Motor skills are the ability to perform large and small movements of body parts in a coordinated manner; while maintaining balance includes gross motor skills and fine motor skills.

Basic motor skills. Aldana(2017)considers basic motor skills as: A set of motor actions that appear phylogenetically in human development, such as walking, running, turning, jumping, throwing, receiving. These basic skills support perceptual skills from the moment of birth, the movements and motor activities that are present in the genetics of each person have been perfected according to the development of the individual, which are an important part of human development.

When addressing balance, the development of intellectual skills and learning, it is essential to execute actions that stimulate the body, thus, sensory-perceptive games streamline and balance the muscles of the human figure, preserving the harmony of the upper part, abdomen and extremities to walk. , walking, running, jumping, conceived as a systemic aspect, where visual perception and the execution of movements stimulate all the senses in a playful way.

Sensory-perceptive games are a specific practice of the sensorimotor period from the first days of life to 6-9 years, although they also occur during basic elementary education, they play an essential role in the development of the senses: sight, hearing, touch, smell and taste, in this way it improves balance and movement, among other areas, it influences the quality of learning.

Unfortunately, the insufficient application of sensory-perceptive games has harmed motor perception, the construction of voluntary movement, postural adjustment, the experimentation of motor situations, balance, motor and intellectual skills, learning and movement.

On the other hand, it has affected children's interest, enthusiasm, motivation, taste for learning, and expectations for learning new things.

Given this situation, with the sensory-perceptive games proposed in the guide, the development of balance and movement is enhanced, in this way the combination of basic

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motor skills is strengthened, which increases the opportunities for cognitive intellectual development, during the education of infants. during educational training.

To serve students who show specific educational requirements associated with the area of motor, intellectual and learning skills, the traits that allow us to better understand the boys and girls should be reviewed, and it is notable to consider the following recommendations described below:

The teacher must know the importance of the development of motor, intellectual and learning skills, factors that impact the comprehensive development of the infant.

In this context, it is mentioned that difficulties that prevent mobility or sliding independently require technical aids.

It is essential to distribute the protagonism of young children in all activities organized inside and outside the educational environment, providing them with confidence and security.

Motor skills in the classroom are essential because they greatly stimulate students' motor activity in any basic movement pattern, coordination, motor skills, lateral direction, manipulation of objects, balance, etc.

Therefore, sensory-perceptive games help the child develop in various areas: emotional, cognitive, motor and social. ForLopez et al.(2019)Playful activities contribute to the comprehensive development of children, since they effectively promote motor, cognitive, procedural development, learning, communication and expression, being a didactic-pedagogical tool that contributes to the improvement of training quality.

On the other hand, the development of the game favors collective work, promotes friendship and cooperation, voluntariness, self-control, responsibility, discipline, courage, perseverance and personality traits. It is also an ideal tool to develop creativity, the development of intellectual skills, dialogue and language.

Methodology

The field of study to which the research refers had a qualitative design, because observation was used to collect information. This method is applied to collect and evaluate non-standardized data. In most cases, a small and non-representative sample is used; the purpose is to delve deeper into the content and achieve an understanding of their decision criteria and motivation. It usually includes qualitative observation. Results are interpreted based on context (Baena, 2017).

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Its scope was explanatory because it sought to determine causes and establish causal relationships, allowing us to analyze why sensory games help in the development of balance and movement in children from 3 to 5 years old.

It is a bibliographic research because it used information from different sources such as books, manuals, scientific articles, illustrative internet pages, as well as theses related to the topic.

It is a field modality investigation, It was carried out in the same place where the investigated phenomenon originated, in the "Manuela Espejo School of Basic General Education, making contact with the reality of the Institution to obtain the information according to the variables, the objectives and the hypothesis proposed.

For the presentation of the research, the statistical model was applied.

The results obtained by applying the test were tabulated in the Excel program and in the SPSS statistical program.

a) Critical review of the information collected.
b) Tabulation or tables according to variables.
c) Preparation of statistical tables.
d) Graphic presentation of data.
e) Analysis and Interpretation of results.

For data collection, the observation sheet was applied as an instrument to diagnose and evaluate the development of balance, motor and intellectual skills, and learning in Basic Elementary students (Sub-level 2) through the intervention of sensory-perceptive games, such as is shown in table 1.

Table 1

Test assessment scale

Description		Score
If the balance is maintained	Always (Achieve ability)	4 points
If there is slight hesitation during balancing	Almost always (About to achieve the ability	3 points
If you lose your balance more than once	Sometimes (Little progress of the ability)	2 points
If you are unable to maintain your balance at any time	Never (insufficient progress)	1 point

Note: This table shows the rating scale of the scale

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Population or study group

The present research project was carried out at the Manuela Espejo School of Basic General Education with 30 children from Basic Elementary School (Sub-level 2) as shown in table 2.

Table 2

Population under study

Institution	Study object	Frequency	Percentage
Manuela Espejo Basic General Education School	Students	30	100
Total		30	100

Note: Secretary of the Institution

Since it is a manageable population, no type of sample was taken into account because we worked with the entire population.

To better understand the sample involved in the study, the sample characterization process was carried out based on the qualitative parameters.

Inclusion and exclusion criteria

The selection of the population will be carried out according to inclusion and exclusion criteria:

Inclusion criteria

- Students of the Manuela Espejo School of Basic General Education
- Students from 6 to 9 years old

Exclusion criteria

- Students who do not meet the specified age group.
- High school students.
- Participants will be informed about the research to be carried out.

The results obtained will be communicated to the representatives of the young people involved in the study.

Ethical aspects of research

The confidentiality of this study is protected by article 37 of the Organic Law on Protection of Personal Data. Where appropriate, the researcher must provide the personal data obtained by taking measures to adequately reduce the risk of information leakage.

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One of the measures considered in our research is to maintain the confidentiality, integrity and continuous availability of personal data research systems and services as shown in Table 3.

Results

Table 3

Reliability statistics Observation sheet

Reliability statistics	
Cronbach's alpha	number of elements
0.798	10

Note:SPSS statistical program

The observation items applied to children in the third grade of Basic Elementary, in reference to the assessment of the development of balance, motor skills were validated through analysis with the IBM – SPSS software. With a total of 30 cases, concerning 100%, and 10 elements; The statistical reliability of internal consistency of the items of the measurement instrument is obtained with a Cronbach's Alpha of 0.798.

According to the criteria set forth by Rodríguez & Reguant(2020), reliability is expressed as a positive decimal from 0.00 to 1.00. Thus, it establishes that the minimum acceptable score is 0.70; Therefore, 0.798 is considered an adequate and acceptable level of internal consistency.

Hypothesis testing - scientific question - idea to defend

H1: Sensory-perceptive games as a didactic-pedagogical strategy improve the development of balance, motor and intellectual skills, and learning in Basic Elementary students (Sub-level 2).

H0: Sensory-perceptive games as a didactic-pedagogical strategy do not improve the development of balance, motor and intellectual skills, and learning in Basic Elementary students (Sub-level 2).

The hypotheses were approved by the chi-square statistic, a statistician that is used to evaluate whether there is a significant relationship between two variables: sensory-perceptive games, the development of balance, motor and intellectual skills, and learning. Calculations were performed with SPSS and Microsoft Excel software.

The calculation is carried out with the following information:

- Reliability 95% (0.95)
- Significance: 5% (α=0.05)

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For the calculation, the sums of the results of the Pretest and the posttest are taken, obtained through the SPSS Statistical Program, as shown in table 4.

Table 4

Descriptive statistics

	N	Minimum	Maximum	Dev. Deviation	Variance	
	Statistical	Statistical	Statistical	Dev. Mistake	Statistical	Statistical
PRETEST	30	17.00	39.00	1.04901	5.74566	33,013
POSTEST	30	38.00	40.00	.06667	.36515	.133
Valid N (per list)	30					

Note: Correlation. SPSS Statistical Program

According to the data processed in the pretest, it was identified that sensory-perceptive games as a didactic-pedagogical strategy improve the development of balance, motor and intellectual skills, and learning in Basic Elementary students (Sub-level 2).

Which means that sensory-perceptive games promote the development of body awareness, a factor that influences the mastery of balance, motor and intellectual skills, learning, postural control and effectiveness of the different coordinations.

With an educational perspective, it is concluded that the sensory-perceptive game constitutes a strategy that allows educators to reinforce learning situations that help students develop their body, recognize space and time, develop attitudes and personal talents, find the pace of life, be responsible, recognize limits, follow rules and the social norms of the group.

Final decision Since the value of P (bilateral significance = 0.000) is less than $\alpha = 0.05$ (error significance), the null hypothesis is rejected and the alternative hypothesis is accepted, which expresses: Sensory-perceptive games as a didactic strategy - pedagogical improvement the development of balance, motor and intellectual skills and learning in Basic Elementary students (Sub-level 2) as shown in figure 1.

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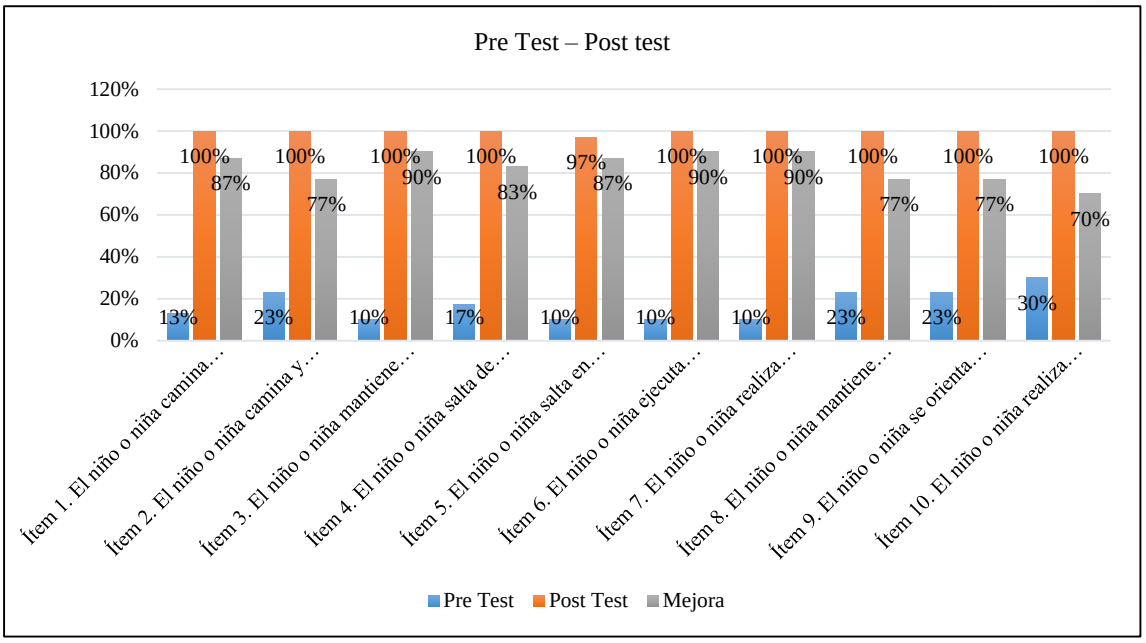
Figure 1

Difference between the initial level and after the application of sensory games



The overall results of the observation sheets show a significant change in the development of balance and movement. Initially, only 30% of the students were found to have acquired balance; However, in the final results, this percentage increased significantly to 100%.

This indicates significant progress in the development of balance and movement during the observation period.

The observed results indicate a notable improvement in sensory-perceptive play as a didactic-pedagogical strategy that improves the development of balance, motor and intellectual skills, and learning in Basic Elementary students (Sub-level 2).

Considering that play is a fundamental activity in the evolutionary process, the development of behavioral structures, motor skills, school behavior, creativity, the teaching and learning process, intelligence and sociability; In reference to the Post-test, based on the results, it has been proven that sensory-perceptive games do influence comprehensive development, therefore the performance of precise, coordinated and controlled movements in the different parts of the body has been consolidated; It is important to mention that boys and girls 100% walk while maintaining body balance.

In this context, it is highlighted that the majority of children (95%) have managed to maintain a certain posture according to their needs, reinforcing their awareness of their possibilities and limitations, which therefore acquires awareness of their body schema.

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Given the results obtained, it follows that balance is a basic skill for everyone, which allows children to maintain stable positions in various situations. It is essential to carry out exercises and activities that benefit the development of motor skills such as walking, running, jumping and climbing. It is considered that, as children are able to develop and perfect this skill, they also coordinate their movements better.

Balance in hand-eye coordination and bilateral coordination have been improved. Or similarly, use both axes of the body, left and right, in harmony and harmony. Essential skills for simple tasks like catching a ball or writing a word. Security in its purest form

Balance is not just about physical abilities, but also about cognitive development. As the child grows, he is able to balance himself in all aspects: including motor skills, intellectual and learning skills, concentration and the ability to solve complex problems.

Discussion

Sensory-perceptive games involve motor skills and coordination, and also include the development of balance, motor and intellectual skills, and learning, for authors like Quito.(2022), are an important tool to develop important physical skills in children, being essential to recognize that during the school stage it is essential to stimulate comprehensive development.

In the same context for Jiménez(2021), it is significant to mention that the formation of sensory abilities in children establishes a relationship with the environment, in this way it contributes to the formation of personality from childhood stages, through the sense organs, in cognitive, social, affective and emotional allowing the active participation of the child in his environment, and consequently significant learning(Bermeo Quindi, 2021), which is accompanied by gestures, facial expression and posture, representing feelings, emotions, thoughts and ideas, which permanently manifest the control of movement, resulting in adequate synchronization and motor coordination.

In this regard according to Mejillón(2021)In Basic Elementary education (Sub-level 2) it is important to build cognitive and social skills through play, which allows development in the family and school environment, developing the rhythm and postural control that allows recognition of the body scheme of the child. child, generating security, balance in their movement and displacement activities.

Faced with the stated criterion, Mejía (2022) mentions that sensory-perceptive games: a didactic-pedagogical strategy stimulate complex processes such as memory, imagination and thinking. Therefore, sensory-perceptive education is essential in the development of mental functions, attention, discrimination and organization.

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Given the above, sensory-perceptive games are considered to contribute to fixation, visual tracking, the ability to observe, eye-hand coordination and visual memory. For Romero(2023)During the childhood stages, the stimulation of the senses benefits discrimination, knowledge of one's own body, social and emotional development, development of balance, motor and intellectual skills, and learning.

Conclusions

- It was determined that teachers in Elementary Basic Education training do not use sensory-perceptive play as a didactic-pedagogical strategy aimed at developing balance, motor and intellectual skills and learning, therefore, they have little knowledge, a factor that affects the acquisition of knowledge, the cognitive, procedural and behavioral area.
- It is established that there is a need to strengthen balance, motor and intellectual skills, learning, creativity, the ability to listen, problem solving, resilience and communication to successfully face the future and achieve quality training. and warmth.

Conflict of interests

Declaration that we do not have any type of conflict of interest in relation to the research called Sensoperceptive Game: didactic-pedagogical strategy aimed at the development of balance, motor and intellectual skills and learning in Basic Elementary students (Sub-level 2). Therefore, we guarantee the transparency of the process and its results.

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