

Pedagogical strategy based on traditional games for the appropriation of cultural heritage and values

Estrategia pedagógica basada en juegos tradicionales para la apropiación del acervo cultural y valores



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Abstract

This article presents a reflection on the importance of traditional games, which contribute to the formation and personal and motor development of students, and at the same time, allow the rescue of good customs and cultural values in the village of San Rafael, municipality of Ovejas-Sucre. The objective of this work is to strengthen the appropriation of the cultural heritage and values through a pedagogical strategy based on traditional games in 9th grade students of the San Rafael Educational Institution (IESAR) Ovejas Sucre. This project would benefit the students of the Institution and their community environment, since it contributes to the preservation of their cultural and ancestral roots, as well as to the strengthening of their formation in values and basic rules of coexistence such as: respect, tolerance and responsibility, among others (Carmona Ruiz, 2009). This research is framed within the

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qualitative approach. The proposed pedagogical strategy was developed using a qualitative methodology of action-research type. The sample consisted of 10 students of the 9th grade of basic secondary school, aged between 14 and 17 years old. The survey, participant observation and field diary were used as data collection techniques. The results of the study provide empirical evidence that supports the need to preserve traditional games as a mechanism to preserve our cultural identity and as a strategy to spread our roots and improve peaceful coexistence among our peoples.

Key words: Traditional games, Conservation, Good customs, social values.

Resumen

En este artículo se presenta una reflexión sobre la importancia de los juegos tradicionales, los cuales contribuyen a la formación y desarrollo personal y motivación de los estudiantes, y permiten a la vez, el rescate de las buenas costumbres y valores culturales en el corregimiento de San Rafael, municipio de Ovejas- Sucre. El objetivo de este trabajo es fortalecer la apropiación del acervo cultural y valores mediante una estrategia pedagógica basada en juegos tradicionales en estudiantes del grado 9 de la Institución Educativa San Rafael (IESAR) Ovejas Sucre. Este proyecto beneficiaría a los estudiantes de la Institución y a su entorno comunitario, ya que contribuye a la preservación de sus raíces culturales y ancestrales, así como al fortalecimiento de su formación en valores y las reglas básicas de convivencia como son: el respeto, la tolerancia y la responsabilidad, entre otros (Carmona Ruiz, 2009). Esta investigación se enmarca en el enfoque cualitativo, La estrategia pedagógica planteada se desarrolló empleando una metodología cualitativa de tipo investigación-acción. La muestra estuvo conformada por 10 estudiantes del grado 9° de básica secundaria, con edades comprendidas entre los 14 y los 17 años. Se hace uso de la encuesta, la observación participante y diario de campo como técnicas de recolección de datos. Los resultados del estudio aportan evidencias empíricas que avalan la necesidad de conservar los juegos tradicionales, como mecanismo de preservación

de nuestra identidad cultural y como estrategia para difundir nuestro arraigo y mejorar la convivencia pacífica entre nuestros pueblos.

Palabras clave: Juegos tradicionales, Conservación, Buenas costumbres, valores sociales

Introduction

The objective of this research project is basically to generate positive situations for the children of the San Rafael Educational Institution (IESAR), rural area of the municipality of Ovejas, department of Sucre, that contribute to their formation and development, not only personal but also motor, and at the same time allow the rescue of good customs and values, through the application of traditional games. In the same way, they transmit rules, let them follow instructions and norms that have been established from generation to generation and that help in the formation of the student, not to mention the benefit it brings to the family, since it strengthens the emotional bond between children and parents. It also has physical advantages, improves health and motor experiences for boys and girls, among other aspects.

The data obtained through the application of various instruments, allows us to pose as a problem, that many students of the IESAR, have lost the practice of traditional games such as spinning top, marbles or glass balls, tuso, shuffleboard, the rod 'e prize, sack races, among others, as a ludic phenomenon due to various factors such as little knowledge or accelerated acculturation promoted by globalization and technology, which has led them to prefer to play with cell phones, tablets, internet, or just sit and watch television, without even imagining the serious repercussions that this could bring in the future. This is directly manifested in the students and their families so that they are unaware of the little value and meaning of their beliefs and customs, where they end up appropriating other cultures.

The San Rafael Educational Institution (IESAR) is located in the rural area of the municipality of Ovejas, department of Sucre, with 314 students from grade 0 to grade 11, with children and adolescents between 4 and 18 years of age.

All the above, allows us to justify the relevance of designing strategies that allow the new and current generations to preserve the cultural heritages and that they can "survive" in spite of time or difficulties, so it is a priority the promotion of ancestral and popular games in the Educational Institutions, among others, for the following aspects: It contributes to good coexistence, maintains the cultural legacy of the ancestors and preserves the culture of each region, creates a sense of belonging and identity, strengthens the self-esteem of all those who participate.

According to Gualotuña et al. (2023), physical activity is an essential element for the physical and mental development of individuals. Despite the benefits it has for society, physical activity does not occur equally in the same regions and specific geographic environments, due to conditioning factors such as leisure time, culture, teaching-educational programs, motives, and the needs and possibilities of each subject, among others.

Using the words of Gualotuña et al. (2023) in traditional games there are manifestations of different forms, which are transmitted from generation to generation, through word and actions, mainly from parents to children, where they are carried out in any environment, space, place and time; spontaneously and organized (Fausto, 1980; Monroy, 2003; Sailema et al., 2017; Salinas Villamarín, 2018). As expressed by these authors, they are more solemn games that were transmitted from generation to generation, but their origin dates back to distant times.

The authors cited above claim that the material of the games is specific to the games, and is closely linked to the area, the customs and even the kinds of work that were developed in the place, and that some of these traditional games, over time became sports, called traditional, so that the popularity they have among the inhabitants of a territory or country, competes with the popularity of other conventional sports.

Hernandez (2007), emphasizes that, he makes clear how necessary it is in our assaulted world, an active process of rescue of the best traditions, currently considered as palpable samples of the autochthonous cultural values of the different societies. These traditions are the result of the experience, the courage, the virtue and

the effort of other men, during these and other times, and can be represented in different forms, all of them linked to the different forms of human thought. He also affirms that, according to Pérez Sánchez (1997), "the game constitutes an excellent recreational inheritance that comes to us from the distance, at the beginning man played with very simple instruments, later he began to experience the need to expand them and take them to more complex activities, with the passing of the years the games were perfected, until they became an important part of the recreational forms of the different epochs".

On the other hand, for Hernández and Viligrón (2023) there are several studies that relate obesity, sedentary lifestyles and the use of information technologies (ICT). These authors refer that Montilla and Jan (2022) conducted a study that supports this relationship, finding an increase in the use of ICT, making the activities less physical and in prolonged periods of inactivity such as sitting, i.e., without moving for hours, and inevitably leads to a body mass index at the level of obesity.

In fact, Simancas et al. (2022) state that traditional games should be incorporated in teaching as an alternative in learning, not only in mathematics, but in all its uses globally and integrally. They emphasize that in ancient times, games were taken in a negative way for education, since they were considered as leisure and had no function in the cognitive development of children. Also, according to the argument of Flores (2018), they state that teachers should apply games in learning and these should be in accordance with the needs that are required to be obtained.

Likewise, Simancas et al. (2022) state that games are displaced by the use of technologies, that some children go into these tools not for learning, but to find games that are not in line with the topics covered; in addition, virtual games are limited to developing cognitive aspects through the gaze, hand handling, but the game does it with the movement of the whole body, seeks to concentrate the students, making it an integral part.

Likewise, these authors affirm that we have a range of traditional games that are applied to the area of mathematics such as: the churo, tic-tac-toe, pica, perinola, spinning tops, the sack, roulette, the bomb,

hopscotch, among others, that can be applied and thus reach a significant learning, which allows them to help in the solutions to possible problems that they will encounter in their daily lives.

Many problems have arisen due to the misuse of new technologies such as video games. This focused misuse has generated a change in people's lifestyle, especially in younger people, causing the world's children to perform less and less outdoor activities that require physical movement, spending most of their time in sedentary activities such as: watching television, connected to the Internet or with electronic games (Guillamón et al., 2018).

Meanwhile, Parlebas (1997) states that games are granted a greater ludic-motor possibility than sports and it has been experimentally demonstrated that due to the sudden changes in behavior, which imply a greater richness of relationships between players, traditional game sessions lead to much richer socio-affective relationships.

It is important to note that traditional games that generate physical activities have been replaced by others without any type of motor skills, where people (students) remain sedentary for hours in front of a television or any other technological device that provides them with fun and entertainment, forgetting the positive effect of family ties between parents and offspring and the psychological and motor skills benefits that can be achieved by playing.

In this sense, play in society has been and transmits culture and traditions from generation to generation, it is a vital activity in the integral development of human beings, it provides transcendental experiences for their learning and maturation process, physical, emotional and social. The game evolves along with humanity and according to the time it is understood and practiced in society in one way or another (Yépez et al., 2017).

Traditional games implicitly carry the idiosyncrasy of the communities, their values and customs, since they are the most autochthonous representation of the society that creates them. They constitute a necessary link with the past, since they are the respect to the best of the generations that preceded us.

In Colombia, there is a great variety of traditional games and among the best known are: golosa, coca, trompo, yayo, yermis, canicas, turra or pirinola, lazo, aro and encostalados. These games are a

healthy form of fun and entertainment, and help to strengthen the physical and mental condition of young people and children, allowing them to express their way of being, to identify themselves, to experiment and discover their capabilities and limitations".

For the development of this research, some studies carried out by various authors at the international level are taken as a basis, in which very important contributions can be observed for the planning, execution and evaluation of this proposal.

We can mention the research conducted by Velásquez (2007), who designed a program for the promotion of traditional Venezuelan games for students in the second stage of basic education at the Mercedes Limardo de Antímamo Educational Unit, in the Liberator municipality. This research is in the Unit of Feasible Projects, it attends to the needs required according to the diagnosis applied with descriptive field design. There the author shows the process of transculturation, the rise of ICT, international trade and treaties between nations have been displacing concepts such as regionalism and local national identity, due to the loss of the cultural heritage of the people, which leads to an educational and cultural crisis.

Also noteworthy in Peru is the thesis prepared by Ccahuana and Cuarez (2021), entitled: El juego tradicional como recurso pedagógico en una I.E.B en el distrito de Rocchacc-Chincheros-Apurímac, whose purpose is to describe the use of the traditional game as a pedagogical resource in an intercultural bilingual educational institution. His studies were approached according to the qualitative and ethnographic approach, which consisted of analyzing and interpreting the information on the research.

This work was developed in six chapters and there the authors state that "traditional games are part of the traditional culture of the native peoples, they share all the pedagogical values attributed to them, they keep the culture alive favoring the rapprochement between generations, they facilitate the recognition of data or cultural elements of that community and they experience unforgettable experiences outside the family environment.

Another contribution to this research can be found in the thesis developed by Torres (2014), entitled: Traditional games and their impact on the skills and abilities of students in third and fourth grade

of basic education of the Centro Educativo Reforma Integral Cerit, in the city of Latacunga, province of Cotopaxi, in Ecuador, where he identified the problem of the loss of the practice of traditional games in students, as a result of having bad habits, especially with the influence of foreign languages and the misuse of technologies.

At the national level, the work carried out by Yela and Revelo (2019) entitled: Rescue and strengthening of the traditional games of the Carlosama reservation with fourth and fifth grade students of the Chavisman Educational Center is reviewed. To meet the objectives of this work, the research is framed in the paradigm of qualitative methodology; the qualitative part was developed in the social and human sciences, since it tries to analyze the set of discourse between subjects and the relationship of meaning for them, according to cultural, ideological and social contexts.

The authors consider that the rescue and promotion of popular games within educational institutions is a process that should be carried out with the purpose of favoring communication, developing oral language, favoring the acceptance of rules, facilitating social integration, developing motor skills, allowing the discovery and knowledge of the environment, improving self-esteem and favoring teamwork.

The work done by Ardila (2021a) is also reviewed. The main objective of this study was to establish the contribution of the traditional games of the local environment to the sociocultural development of the students of the Technical Educational Institution Ignacio Gil Sanabria de Siachoque - Eighth grade pilot study. The methodological approach allows the development of each one of the objectives through processes of a qualitative approach, framed within a hermeneutic paradigm, which validates the application of an action research model, and some instruments of social mapping. As a result of the exchange of knowledge, product of social interaction, the knowledge and perceptions of the students towards traditional games are broadened, turning them into a resource that dynamizes the socio-cultural development of the school population. Likewise, at the national level we refer to Chona and Garzón, (2018), with their work entitled: Rescue and recovery of traditions through art education. They make a valuable contribution to our research,

since they agree with us in giving great importance to cultural values in the formation of the person as an individual and collective being. In addition, they coincide in their concern for the loss of traditions and cultural values that has been occurring at an accelerated rate, for various reasons.

In their research project, the authors proposed as a primary objective to rescue the lost cultural heritage in Chinácota Norte de Santander, with new technological tools, seeking to recover the historical memory of our ancestors through stories and images. They relied on the methodology with a qualitative approach, taking into account the participatory action, to collect data that would allow them to know and act on the population by collecting their reality, beliefs and culture in order to lead them to reflect and recover their cultural values.

At the local level we can mention the studies conducted by Figueroa (2019) with the title: Cultural education as a strategy to strengthen identity in basic education: case of the Gabriel García Márquez Educational Institution of the municipality of Corozal, Sucre. The research methodology used was mixed and involved a set of systematic processes, which led to the collection and analysis of qualitative and quantitative data. Quantitative data collection techniques such as the survey were used, as well as qualitative data such as the interview and rubrics.

De Oro and Pérez (2022) are also reviewed, with their work: Ludic strategies that strengthen reading comprehension in fifth grade students of elementary school of the educational institution San José de Ovejas-Sucre. This work focused on the qualitative approach, with a population of 35 students. For the collection of information, as well as for the description and analysis, the type of research they developed in the project is action research and as an instrument for the collection of information they implemented participant observation, diagnostic test and survey. They concluded that, due to the children's difficulties in reading comprehension, it was important to look for ludic strategies considering the students' strengths and weaknesses.

This project would benefit the students of the San Rafael Educational Institution (IESAR) and their community environment, because their

cultural and ancestral roots are not lost. It also strengthens the formation of values at the community level, since nowadays the students do not put them into practice, such as respect, tolerance, responsibility, among others, experiencing acts of intolerance, non-compliance with the rules, provocations with arguments, fights, aggressiveness, disrespect, intolerance, behaviors that are evident in the games played by the students themselves, who often break the rules of the game and other times are obeyed by all.

Unesco, cited in Ruiz (2012), has repeatedly recognized that "traditional games constitute an important part of cultural heritage, and are at the same time an effective instrument for the promotion of tolerance, respect and peace in a culturally diverse society. But today it is evident that traditional games used freely by children in their leisure time are gradually disappearing, making educational intervention necessary to ensure that these cultural manifestations with deep social roots do not disappear from children's socialization and recreational resources" (p.7).

The game as an integrating element of cultures, has already been pointed out by several scholars of the game as Jaouen et al. (2009) point out when recognizing that "games are creations of a culture and the fruit of a history. Literature and music, construction, vestiges and food are generally presented as part of the community heritage; but we must not forget the ways of having fun, of sharing the pleasure of acting together; games must not be forgotten!"

Eventually, Calderón et al. (2019) express that traditional games are strategies for students to create closer ties with their peers and experience empathy as a basis for building social networks. Therefore, with the game, students are engaged in socializing and teamwork, fostering values such as respect, tolerance and the use of a good vocabulary, with a positive impact on the group and an improvement in school coexistence.

Ardila (2021a, p. 10), states that traditional games are recreational expressions that are part of the cultural heritage of the regions and allow the identification of customs and traditions. These recreational practices, in addition to strengthening cultural identity, favor social skills and stimulate learning processes in educational contexts, thanks to their high pedagogical value.

The game plays an important role in the rescue of popular traditional culture, as referred by Zapata and Rodriguez (1999), quoted in Carmen Torrealba (2015, p. 20), because it is the game the natural language of the child, the teacher can find in it, both the diagnosis and the treatment that will allow him to achieve the development of their psychological, socio-affective, cognitive, psychomotor, language and physical areas, with the sole purpose of achieving the full development of his personality and full identification with their traditional cultural values.

Of course, from Quinlli's (2023) position, the importance of traditional games is of great magnitude, even more so when the international community, through UNESCO, sees this activity as a tool for the development of intangible cultural heritage, diversifying the city's tourist offer and promoting the cultural richness and diversity of a country, as well as its conservation, respect and preservation.

Traditional games are therefore an important tool in the conservation of the cultural heritage of a community and an element that is part of the family and social inclusion of the same when they are passed on from generation to generation.

Materials and methods

The present study is framed within the qualitative epistemological paradigm, which seeks the object of the theoretical and empirical assumptions that constitute a whole on the current state of a fact, phenomenon, situation or person. In this regard, Hernández et al. (2006) point out that the qualitative approach aims at describing the qualities of a phenomenon. It seeks a concept that encompasses a part of reality; it speaks of in-depth understanding and not of accuracy.

The most common data collection techniques are participatory observation, life histories, interviews, diaries, field notebooks, profiles, case studies, etc. Both the conclusions and the discussion generated by research that shares the doctrine of the interpretive paradigm are fundamentally linked to a specific educational

scenario, also contributing to understanding, knowing and acting in other situations (Riccoy, 2006).

For the purposes of this research, this study is framed within the line of educational research. In this regard, Dobles, Zúñiga and García (1998) point out that "research can be understood as a process of knowledge construction, because through the different stages of its development, it generates knowledge about an aspect of our environment" (p. 36). Macmillan and Schumacher (McMillan & Schumacher, 2005), for their part, point out that research is a systematic process of collecting and logically analyzing information for a specific purpose.

The pedagogical intervention in this study is based on Implementing traditional games to strengthen the appropriation of cultural heritage and values, through a pedagogical strategy in students in grade 9 of the San Rafael Educational Institution (IESAR) Ovejas Sucre.

For the purposes of this research, it is assumed that traditional games are in essence a ludic activity arising from the traditional experience and conditioned by the social, economic, cultural, historical and geographical situation (Moreno, 2008). The aforementioned author concludes by saying that "Colombia, due to its multiculturalism, is a scenario par excellence for ludic manifestations. The game speaks of the diversity of the culture and tradition of black, indigenous, mestizo and white communities".

The research design of this work is framed within the qualitative approach and the proposed pedagogical strategy is developed using an action research design, likewise, it is classified as a non-experimental, transectional, field design, since it does not intend to manipulate the variable under study, which will be measured only once and where its relationship will be described at a given time. On the other hand, the research is considered field research, since the information obtained will be collected in the same place where the facts occur.

In this sense, Arias (2006) defines field studies as those that consist of collecting data directly from the subjects under investigation or from the reality where the facts occur (primary data), without manipulating or controlling any variable, that is, the researcher obtains information, but does not alter the existing conditions in the

units under study, such as the 9th grade students of the San Rafael Educational Institution of the municipality of Ovejas - Sucre, through the application of data collection instruments.

The study population is located in the San Rafael Educational Institution, (rural area) located south of the municipality of Ovejas, department of Sucre, and is made up of 10 ninth grade students (5 females and 5 males), aged 14 to 17 years old. To complement the proposed research, 5 parents of the community over 60 years old are added, who will provide inputs according to their experiences in the community, in terms of traditional games and values.

As a data collection technique, direct observation and survey will be used. According to Bavaresco (Bavaresco De Prieto, 2013, p. 56), the survey is "the collection of concrete data within a specific topic, through the use of questionnaires or interviews with precise questions and answers that allow a quick tabulation for the analysis of the information". In this sense, it allows the collection of data in a detailed manner that is pertinent to the objectives and design of the inquiry.

Results

This section presents the results obtained with the implementation of the intervention strategy, as stated in each objective, which were contrasted with the theoretical references of each case.

According to the specific objective number 1, the factors related to the appropriation of the cultural heritage and values through a pedagogical strategy based on traditional games were characterized in students of grade 9 of the San Rafael Educational Institution (IESAR) Ovejas Sucre. In this regard, it was found that all the members of the sample know traditional games of the region, where the most outstanding ones are the pamplona (80%), the ball or marbles is recognized by 60% of the participants and the Jimmy by 60% of the students.

Similarly, the participants mentioned that the knowledge of these games came about thanks to the transmission and practice of these games by their grandparents, parents, uncles, aunts and uncles, and other members of the community. These games are practiced

collectively in moments of recreation and free time, so it is pertinent to take into account what Gerico (2000) states, that these types of games are important in the educational process, as stimulators of creativity, since the rules followed in the game, the materials and melodies used are adaptable to the physical space and circumstances of each moment.

As for objective number 2, we considered aspects such as the opinion of the parents interviewed, regarding the games they played during their childhood and the values that were instilled in them in their time and which, in their opinion, still exist or have disappeared over time. Another aspect considered was the result of the interviews of the students and their favorite games, in addition to the observation of the students' games at break times and in other spaces.

In this sense, the intervention proposals must be planned so that they are applied consistently and so that students can maintain a high level of learning. For this purpose, a series of activities are suggested to respond to the proposed purposes, among which the following can be mentioned:

Talk on human values and virtues.

Socialization on outstanding values and their definitions of importance.

Conversation on typologies of traditional games.

Traditional games in force versus traditional games that have disappeared.

Promoting teamwork: social games.

Let's imitate animals through imaginary play.

Let's practice locomotion games.

Once the intervention proposal was designed, we proceeded to the fulfillment of the specific objective number 3, which was to implement traditional games to strengthen the appropriation of the cultural heritage and values through a pedagogical strategy in students of grade 9 of the San Rafael Educational Institution (IESAR) Ovejas Sucre.

Finally, and in response to objective number 4, the impact of traditional games in strengthening the cultural heritage and values in 9th grade students of the San Rafael Educational Institution (IESAR) Ovejas Sucre was evaluated. In this regard, it was found that the

intervention strategy improved the value of self-control, reducing the occurrence of conflicts among students. Similarly, these games help to improve conflict resolution among students, compliance with pre-established rules, the development of agreements or consensus, teamwork and therefore good coexistence among participants.

The above, corroborates what UNESCO (1980) expressed that "games provide an excellent means of learning the cultural values of society, which are represented in a symbolic way: in the rules of the game and through the use of traditional decorative motifs" (p. 17), helping to reduce conflict situations that hinder a peaceful classroom environment, encouraging school coexistence and personal development of students. (p. 17), contributing to reduce conflict situations that hinder the peaceful environment of the school classroom, encouraging school coexistence and personal development of students. This shows that the game is an appropriate strategy that can be used in the strengthening and appropriation of values and cultural heritage of the 9th grade students of the San Rafael de Ovejas Educational Institution, Sucre.

Discussion

Based on the idea that traditional games constitute cultural identity elements and are part of the tradition or traditions of a region, some results show that their preservation legacy is threatened by the rise of new technologies that offer distractions to present and future generations. It is worth questioning whether the recovery of their cultural heritage would be disconnected from new technologies, since these games only occur in the medium of physical interaction. Or better yet, use technologies as a means both to project them (promote them) and to incorporate virtual spaces for the realization of the game itself, that is to say, to incorporate a digital nature that preserves the rules of the games.

Now there are digital applications on games, there is talk of incorporating traditional games in these technologies, to avoid wear and tear and include the extinction of traditional games. There is a need not to mark so much resistance to new technologies, but to make the best use of them. This causes that so much digital contents

and applications conserve the information, so that children and adolescents would be encouraged to take them to a real plane. In this practical and moderate way, we would be talking about the preservation of a cultural heritage.

Likewise, new technologies applied in the school environment are creating new ways of working and programming. And in agreement with the need to incorporate ICT with traditional games for their conservation and cultural heritage, researchers Nuria Ureña, José Alonso and Gregorio Vicente agree with these questions when they state that: "Working traditional popular games and sports at school implies using new technologies as a support. Through this proposal we propose learning tools that respect the contents of the popular game and, at the same time, contemplate the use of new technologies". (Ureña and Alonso. 2009. p. 14).

Undoubtedly, the researchers intend to show the unifying character between tradition and modernity. The authors recommend two strategies or pedagogical tools for this purpose; the webquest strategy and the NeoBook program. The first is a structured reflective activity, which poses an attractive task using resources available on the web, previously selected by the teacher, a planner to contribute to the management of the time that students devote to the development of this. The second, the Neobook, is a program that allows the creation of interactive multimedia applications executable on any computer regardless of whether this program is installed on it.

Under this consideration, an adjustment appears that considers technology as an integrating and strengthening factor for the cultural heritage of traditional games, much more from its transversality in schools. Actions are then required to improve attitudes of both teachers and students inside and outside the classroom.

It was found that games are constituted as catalysts for learning, and therefore include traditional games. It seems that they play a fundamental role in the development of skills such as creativity, recursion, method, technique, concentration, recreational-motor skills, emotion management, expressive communication, and even in the field of values, as they help tolerance, teamwork, cooperation, dialogue and conflict resolution.

Now, to what extent does the implementation of traditional games contribute in an effective way to the development of basic competences, which is also the axis of the teaching-learning processes, without reducing the intensity of contents and other types of pedagogical and formative activities? In fact, the concern should not arise because, if traditional games were to be implemented in the curriculum under the pretext of the identity recovery of the cultural heritage and as a way for the learning of the student, it would be transversal, complementary, of active pause and of the use of free time.

Another reason that made necessary the possible curricular implementation of traditional games finds support when the semi-structured interviews carried out to teachers of specific or complementary areas of the institution and in the analysis of the results, concluded that the teachers of the area do not have a personal specific curricular planning, they are ruled by the institutional planning, likewise they do not have adequate tools, among them; The methodology used by teachers is based on theory-practice, in some cases more theory than practice, thus restricting the teaching of a much more characteristic and/or meaningful learning.

On the other hand, in the bibliographic review of documents or literature, it was clear that the categories considered for the analysis of the text are interrelated, which seeks to strengthen the basic knowledge in the study of ancestral games and to promote the development of students' skills. This publication offers some strategies, which are not found in the bibliographic texts, to develop an adequate interpretation and the acquisition of knowledge by teachers and groups of students.

Also, by introducing the process of teaching ancestral games, it was demonstrated in the first instance that activities that explore prior knowledge can lay a solid foundation for students' learning. On the other hand, it must be said that some students find it difficult to express what they know in front of their peers and teachers, so measures should be taken to improve this attitude and express their opinions effectively.

Since then, some aspects of the methods used need to be discussed. In this regard, the researchers will conduct a thorough self-

evaluation of the proposal after its implementation. This is important to understand its possible positive and negative aspects so that appropriate adjustments can be made if necessary for possible future use.

It is clear that institutions should offer different learning spaces, abandon traditions and focus on new and innovative learning methods. Current thinking is a direct response to new challenges, we know that today's students lack information resources, which makes it difficult to acquire knowledge and, therefore, ways to protect their cultural identity.

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