

Exercises on Heroes and Revolutionary Leaders for the Didactic Software Let's Play

Aleida de la Rosa Sosa, Reinaldo Guerra Pérez, Oscar Alejandro González Jiménez

Municipal Campus of Cruces, Department of Preschool Education, Faculty of Education, University of Cienfuegos, Cienfuegos, Cuba

Email address:

sosa@ucf.edu.cu (A. de la R. Sosa), rguerra@ucf.edu.cu (R. G. Pérez), ogjimenez@ucf.edu.cu (O. A. G. Jiménez)

To cite this article:

Aleida de la Rosa Sosa, Reinaldo Guerra Pérez, Oscar Alejandro González Jiménez. Exercises on Heroes and Revolutionary Leaders for the Didactic Software *Let's Play*. *Education Journal*. Vol. 10, No. 6, 2021, pp. 237-244. doi: 10.11648/j.edu.20211006.15

Received: March 15, 2021; **Accepted:** November 10, 2021; **Published:** November 27, 2021

Abstract: The exercises about heroes and revolutionary leaders for the didactic software *Let's Play* (A Jugar), came into being as a need to practice the contents in the subject *The Field of Knowledge of the Social World*, especially those which have to do with heroic revolutionary leaders included in the syllabus of the subject for the fourth stage in Kindergarten, since they allow young children to be in close contact with our patriotic symbols, heroes and revolutionary leaders. However, this didactic software does not fully permit to fulfill this social role. Therefore, the main objective of the current paper is to design activities focused on this topic so as to complement the impact of the software *Let's Play* on the preschoolers' learning, as well as the formation of their moral qualities and value system based on the example of outstanding national historical personalities. The literature review allowed us to organize the limited bibliography scattered in newspaper articles, magazines and other sources so as to design a set of 27 exercises with complementing images and songs which were validated through the opinion of seven experts and the four preschool teachers who implemented them in their classes. The trial test given to a sample of 20 male and female preschoolers of "Juliana Montano" Nursery Home after the implementation of the proposal, revealed that 19 children, that is 95%, were able to put into practice the knowledge related to the contents treated, through observation and direct contact with the environment in a spontaneous way; serving as a basis in the formation of feelings and positive motives as well. The results show that these activities allow young children from Kindergarten to practice and apply their knowledge on this area; at the same time, they constitute an integrated source for the educators' previous preparation as well as an invaluable tool in the hands of software designers and programmers.

Keywords: Software, Preschool Education, Exercises

1. Introduction

As a consequence of the development achieved by Education in Cuba in the educational work of the country and with the purpose of forming men and women who can orient themselves in the complex and changing world in which we live, new teaching methods and educational technologies and software have been increasingly implemented. Our Commander-in-Chief, Fidel Castro Ruz, drew guidelines in his speech on September 16, 2002 when he stated: "... today it is about perfecting the work done, starting from entirely new ideas and concepts..."[1] So, it has to do with a historical necessity since outdated teaching methods are simply incompatible with learning in a context characterized by a rapid development of science and technology on a global scale.

Consequently, a series of changes that constitute concrete achievements have been put into practice, among them the teaching of Computer Science with numerous software designed by specialists at the service of education; a figure that continues to increase in diversity and quality, stands out. This explains the importance in the teaching of this subject from the preschool stage, guaranteeing from the earliest ages the emergence and development of essential skills for the optimal use of these powerful media. When they are applied to the educational reality, they perform the basic functions of the didactic means and in some cases, according to the way of using them, they can provide specific functionalities. [3] On the other hand, as with other products of current educational technology, it cannot be said that an educational software by itself is good or bad, everything will depend on the use and how it is used in each specific situation.

In Cuba, the use of computers with boys and girls of these ages was conceived in the 2004-2005 academic year; for this it was necessary to carry out a study to verify the effectiveness of the result. The educational software for preschool called "*Let's Play*" is accompanied by a document that regulates its use, often twice a week and lasting 35 minutes for every two students. To facilitate the work, methodological guidelines have also been created aimed not only at achieving computer skills, but also at other skills, guaranteeing the consolidation of the contents of the Preschool Educational Program, in which there are four tasks to be developed during the course with young children.

These are tasks of familiarization, of sensory and intellectual abilities, as well as recreational, informative, motivating, ludic, investigative and evaluative activities. The exercises that appear in the software's task system are characterized by the fact that they allow boys and girls to search for themselves the essential relationships and solve certain problems related to those contents that respond to the development of intellectual skills, among them observation, identification, comparison, and organizing.

The educational software exercises for the preschool level of Preschool Education "*Let's Play*" constitutes a useful tool in the integral formation (psychomotor, intellectual and sociocultural) of boys and girls. It is also a training material with multimedia uses and within this context it can be easily integrated with other teaching aids from different training media, being able to adapt to different environments and at the required pace, in addition to showing the computer as an enhancer of these processes, favoring the association of ideas and the creativity of young children. [4]

However, with the use of this educational software intended for the preschool level, it is not possible to work in depth some contents of the Field of Knowledge of the Social World, especially those referring to heroes and revolutionary leaders that appear in the syllabus for the fourth cycle, this being of vital importance because it would give us the possibility of bringing children closer to our national symbols, heroes and revolutionary leaders, such as our apostle José Martí stated in 1889 "... the important thing is that boys and girls learn to love those who loved them so much, and that they want to be as good as they were..." [5].

Thus, the knowledge, values, advices and examples should be worked on from the earliest ages, since the achievements obtained at this age must be positive acquisitions for their future life and reveal the great importance of education, which is why the educational software "*Let's Play*" does not allow us to fully comply with the social role assigned to this teaching level, which has been demonstrated with the implementation of different instruments.

In observations made to 20 boys and girls, with the aim of verifying the mastery of the content on heroes and revolutionary leaders in the Field of Knowledge of the Social World, it was found that only 8 boys and girls, which represents 40% of the total amount always put into practice the knowledge related to historical commemorations, heroes and revolutionary leaders throughout the educational process;

while 10 children never put it into practice and only 2 (10%) sometimes did it. The same happened in answering questions related to the contents that have been treated in class and in the recognition of some of the heroes when they were shown in pictures, photos or other means; as well as being active during the whole class supported by audiovisual media.

Interviews were also done to 4 teachers to find out if there are enough exercises with contents on heroes and revolutionary leaders in the Field of Knowledge of the Social World. All the interviewees agreed that the knowledge that boys and girls have about the heroes and revolutionary leaders that appear in the syllabus is very little because there are not enough sources with exercises according to their ages and psychological characteristics to consult and/or exercise this knowledge. This is evident because they are not able to explain clearly, for example, the historical commemorations or some simple historical events. [6] The four interviewees coincided in stating that there are not enough sources about contents on heroes and revolutionary leaders in the Field of Knowledge of the Social World, which makes the formation of a value system based on the examples of our heroes and revolutionary leaders extremely difficult. Therefore, they consider it very important to include exercises that provide young children with the exercise of this field of knowledge in a more enjoyable and lasting way. Finally, they suggested including games, riddles, coloring, videos, photos, anecdotes.

Taking into consideration the results previously discussed, it can be concluded that the current educational software "*Let's Play*" does not contain exercises that provide young children with the exercise of knowledge about heroes and revolutionary leaders, does not facilitate the recognition of places and characteristics more significant for the country and interact with the computer to obtain a result. In short, it does not fully favor the formation of moral values, standards, notions, feelings and motives, especially those of a patriotic nature. Thus, the scientific problem of the current research is stated as follows: How to get pre-school boys and girls to exercise the contents about heroes and revolutionary leaders in the Field of Knowledge of the Social World? Therefore, it is necessary for this purpose, to design activities focused on relevant information about heroes and revolutionary leaders within the syllabus of the subject *Field of Knowledge of the Social World* of the preschool level, so as to complement the impact of the software *Let's Play* on the preschoolers' learning, as well as the formation of their moral qualities and value system based on the example of outstanding national historical personalities.

So the scientific questions to be addressed in this paper are the following:

1. How to contribute to the knowledge of heroes and revolutionary leaders in preschool children through the *Let's Play* software?
2. How to influence the formation of values and moral qualities in preschool children through the *Let's Play* software?

2. Literature Review

To understand this work, it is necessary to define:

(1) Exercise: It can be defined as the set of actions and / or activities that are carried out with the purpose of applying what has been assimilated in order to consolidate it. From the point of view of pedagogy, it can be defined, above all, as a didactic resource that aims to put into practice the knowledge or skills acquired during the teaching-learning process that contributes to their solid fixation and consolidation.

(2) Exercises in the preschool level: It is understood as those tasks that boys and girls have to solve, whose objectives are based on developing a certain skill or capacity, allowing the transition from the initial state to a new state, serving as a premise to consider flexibility, not only associated with the operations of thought, but also to analyze it in close relationship with the rest of the psychological configurations that make up the personality of the young child, which constitutes a potential factor for the development of their creativity and imagination. For them to fulfill their mission, it is an indispensable condition that they awaken the interest of boys and girls, that is, the need to solve them. So, they must make it possible to find relationships that allow the situation to be transformed. [2] It is also necessary to present an exercise and make it a feasible solution.

From the point of view of pedagogy, the exercises are intended to put into practice the knowledge or skills acquired during the teaching-learning process that contributes to their solid fixation and consolidation. Taking into account these precepts in Preschool Education, it could well be defined as all those tasks that boys and girls have to solve, whose objectives are based on developing a certain ability or capacity; allowing the transition from the initial state to a new state or situation, serving as premise to consider flexibility, not only associated with the operations of thought, but also to analyze it in close relationship with the rest of the psychological configurations that make up the child's personality, which constitutes a potential factor for the development of their creativity and imagination. However, for them to fulfill their mission, it is an indispensable condition that they awaken the interest of boys and girls to want to solve it, that is, they must enable the search for relationships that allow the situation to be transformed. [7]

From psycho-pedagogical stand points, it is advisable to comment on the whole class solution of the exercises as well as in small groups so that it serves as a guiding basis for the activity by suggesting exercises using different routes of solution, reformulating them in a less complex way if they cannot solve them as an alternative aimed at stimulating the development of thinking and reflection; commenting on the exercise before a group of classmates and teachers, which forces boys and girls to reflect on applied knowledge and the forms of activities carried out to find solutions, besides getting ready to defend and debate their points of view in correspondence with the selected road.

The exercises for educational software for the preschool

level must have their own specificities in correspondence to their psycho-pedagogical characteristics, which are developed through the different activities of the educational process. This type of education has been approached since ancient times by different pedagogues, examples of this is Fröebel who, within his main contributions, made reference to the importance of creating adequate means for young children, as well as the proper selection of materials and in the activities and resources as main elements for performance. [8]

Coinciding with this postulate, it can be emphasized that the use of these means contributes to young children appropriating and exercising knowledge in a more enjoyable and lasting way, by interacting with images, sounds, language, of which they enable active interaction, in search and/or consolidation of knowledge, so that a higher quality of learning is achieved. [9] However, the computer should only be a resource that facilitates the acquisition of notions and concepts that constitute the necessary basis to make one's level of thinking more complex and then acquire the necessary skills to assimilate these technologies.

Therefore, in the preschool child stage, attention should not be focused on the computer as an object of study but on the young child as the subject of the process. The media are part of the relationships that are established among boys, girls and teachers, the relationships that are created between a teacher and his/her students, communications (more or less spontaneous between boys and girls when they learn) are processes intentionally regulated communication aimed at provoking knowledge, of vital importance in the formation of the individual personalities. [10] Within these processes the media play a relevant role; traditionally, they are given the role of "communication channels", but they represent something more than a mere support. The use of the software supports the implementation of mental activities, such as descriptions, conclusions, critical self-assessment, as a result of the thought put into practice during the interaction; they also stimulate comparison, classification and generalizations. [1]

This teaching medium is an efficient assistant for the teacher in the preparation and delivery of his/her activities, since it...

- a) ... facilitates animated representations.
- b) ... allows interchange with young children, giving them feedback and evaluating what they have learned.
- c) ... reduces the time available to impart a large amount of knowledge, facilitating a differentiated work, while introducing the young child in the computerized media.
- d) ... stimulates the development of skills through exercise.
- e) ... facilitates independent work and at the same time treatment of individual differences. [11]

Besides, it is also necessary to know the modules of the preschool educational software, which are designed by modules and levels.

The educational software as a pedagogical object must have:

Table 1. Different levels and skills.

MODULES	LEVELS	SKILLS
Exercise	Level I	Click on the element to select (selection area) and click on the space corresponding to the item selected in the exercise area.
	Level II.	Click and drag the element to select to the corresponding area
	Level III	Point with the mouse pointer and press the Enter key.
	Level IV	Use cursor movement keys
Recreation	Games 1	They are organized according to their type.
	Games 2	
	Games 3	

Source: self-made.

For the use of educational software, several moments should be considered:

- (1) The study of the resources and materials available (amount of machines and laboratories available).
- (2) Analysis of the available software, as well as their main characteristics; deciding which one (s) can be used to meet the objectives, which requires from the teacher a deep knowledge of both the contents of the program as from the software.
- (3) Study of the development areas where you intend to use the software; (objectives, knowledge and skills system).
- (4) Decide when to use them, also if it can be used to introduce new content or for the systematization of skills.
- (5) Final assessment about the use of the software.

It is also necessary to know the modules of the educational software for preschoolers; they are designed by modules and levels.

2.1. Contents

- (1) Scientific
- (2) Socio-Cultural and Ideological
- (3) Pedagogical and Didactic
- (4) To evaluate the quality and quantity of the information offered.
- (5) That represents its Historical-Social Environment.
- (6) Containing indicators of progress.

2.2. Skills Modules

2.2.1. Educator

- (1) Access to the Educator Module can be done from any screen of the software.
- (2) On each screen there will be an area that, when clicking on it, displays a menu that contains the following options:
 - a) Help: Allows access to the requested information from where the module was accessed.
 - b) Educator to request help.
 - c) Registration.
- (3) Navigation buttons: submenu (Forward, Backward. Selecting one of the submenu options accesses the CD).
 - a) Service buttons: submenu (Save, Open, Print, Music, Exit) (selecting each option will lead to the corresponding

dialog boxes). Save - Open CD - Print CD - Music CD - Output CD

- b) Palliative task: Allows access to the task from where the Educator Module was accessed to request the palliative task.
- c) Configuration.
- d) Trace (when selecting this option, the CD will appear).
- e) Library. Navigation Map and Library Articles of interest will appear (images, video clips, photos, stories, riddles).

2.2.2. Methodological Guidelines for the Teacher

According to the author's criteria, it can be concluded that the exercises for educational software with pedagogical purposes allow the acquisition and practice of knowledge and skills as well as reinforcing automated operations systems. Currently in our country there is the software named "*Let's Play*" designed for preschoolers, however its use does not guarantee the in-depth treatment of the content referring to patriotic work, especially content about heroes and revolutionary leaders.

2.2.3. Theoretical Foundation of the Exercises

The process of designing exercises for educational software is a complex activity characterized by various stages and requires a high degree of preparation. In this process, specialized and prepared personnel take part in the contents provided within it. So it is important to participate in various sciences, especially those that address man as an object. The theoretical foundations that were taken as the basis of the philosophical, sociological, pedagogical, psychological, didactic and computer sciences were taken into account.

Its philosophical foundation is based on the conception of Dialectical Materialisms, "... From living observation to abstract thinking and from it to practice, such is the dialectical road to learning about the objective reality..." [12].

Based on this postulate, it can be stated that the exercises allow young children to experience sensations, perceptions, as well as representations about heroes and revolutionary leaders, events, etc. This guarantees the first level of the Theory of knowledge, that is, the sensory level, while at the same time; these experiences contribute to the formation of elementary deductions, judgments and concepts, which are processes of the reasoning level. [12]

The theoretical assumptions on which the exercises were based contribute to the stimulation for the formation of moral qualities in our boys and girls, necessary for a conception of the world; moral education constitutes the central nucleus for the structuring of the educational process of the preschool level, considering the indissoluble relationship between society and the educational institution. [13]

The exercises are designed based on actions that promote a favorable context and the diagnosis of the level of knowledge that boys and girls have, but their interests, motivations and needs are also taken into account. [14] In addition, what is related to the concept of a zone of proximal development is of significant importance, this makes it possible to determine the potentialities and needs of each boy or girl and offer them levels of help if they need it, until they can solve the exercises by themselves. [15]

From the sociological perspective, it can be pointed out that they allow, through a pleasant context, the development of interpersonal relationships between young children that favor the appearance of positive feelings of companionship, friendship, mutual help, etc. [12]

Exercises for educational software allow the development of various skills in correspondence with the different levels of development of the boy or girl. [16]

First level

Computer Skills:

Point and Click Multiple Choice.

Intellectual and sensory skills: Observation and identification.

Second level.

Computer Skills: Drag.

Intellectual and sensory skills: Comparison and modeling.

Third level.

Computer Skills: Click and enter.

Intellectual and Sensory skills: Modeling, comparison and serialization.

What content are included in the exercise module?

Contents:

The national symbols:

The Lone Star Flag and those of other countries, The Coat of Arms of the Royal Palm, The Anthem of Bayamo. Feelings of love and respect for our national symbols.

Cuban revolutionary leaders:

José Martí and Antonio Maceo; Characteristics and main qualities. Fidel Castro, Raúl Castro, Camilo Cienfuegos, Ernesto Guevara and Celia Sánchez. Qualities that characterize them.

The Cuban Revolution: The 26 of July, the landing of the Granma Yacht, the struggle in the mountains and cities. The Victory of January 1st. Fidel's role as the main organizer and leader. Importance of this fight for our people.

To operate with the exercises, the teacher must deepen through the educational process in:

- 1) Recognition of the Lone Star Flag within a group of flags of other countries.
- 2) Childhood and family life of heroes and revolutionary leaders. Birthplace, highlighting values formed by their family and qualities that characterize them.
- 3) The struggles of the Mambises and the revolutionary history of José Martí as well as his revolutionary thought.
- 4) Anecdotes about the lives of heroes and revolutionary leaders.
- 5) Revolutionary activity of the heroes and revolutionary leaders and times of struggle, highlighting the friendship between them (Attack on the Moncada Garrison, the arrival of the Granma Yacht in Cuba, fight in the mountains, the triumph of January 1st).

Boys and girls should be encouraged to apply the knowledge they have acquired in the different areas of knowledge, which contribute to their solidity, through computing so that they exercise and consolidate the contents treated during the teaching-learning process. It also offers

them new experiences, and places them in front of problem-solving learning tasks. [13]

2.2.4. For the Educational Software

Levels of Exercises on Heroes and Revolutionary Leaders

Exercises:

Level 1 (27 exercises)

General objectives:

- 1) Identify the Lone Star Flag within a group of Flag of other countries and place it on the flagpole.
- 2) Recognize photos of Martí, Maceo, Fidel, Camilo, Che, Raúl and Celia.
- 3) Identify photos belonging to the parents of Martí, Maceo, Fidel, Camilo, Che, Raúl and Celia.
- 4) Identify the birth houses of the heroes within a group of houses.
- 5) Know passages from the childhood of heroes and revolutionary leaders.

Task 1

The flag. Identify the Lone Star Flag within a group of flags from other countries. Place the flag on the flagpole and the flowers on the bust of Martí.

1. The Lone Star Flag.
2. My flag.
3. The Cuban Flag.
4. Put the flag in place.

Task 2

The Coat of Arms of the Royal Palm.

Identify the Coat of Arms of the Royal Palm in the reference room.

Task 3

Our heroes.

Recognize the leaders Martí, Maceo, Fidel, Camilo, Che, Raúl and Celia by the context.

Identify the heroes according to the statement that corresponds to them.

1. Heroes and revolutionary.
2. Who said this statement?

Task 4

Birthplace of the heroes.

Identify within a group of houses the one that belonged to some Cuban heroes.

1. The birthplace of Antonio Maceo.
2. The birthplace of José Martí.
3. The birthplace of Celia Sánchez.
4. The birthplace of Fidel and Raúl Castro.
5. The birthplace of Ernesto Guevara.

Task 5

The parents of some Cuban heroes.

Identify photos of the heroes' parents.

1. The parents of the Bronze Titan.
2. Knowing our Martí.
3. Che's parents.
4. Fidel and Raúl's parents.
5. Meeting Camilo.
6. Celia's parents.

Task 6

Other relatives of José Martí

Identify photos of José Martí's relatives of.

1. José Martí's relatives
2. Ismaelillo, José Martí's son

Task 7

The childhood of some heroes and revolutionary leaders of the country.

Know passages from the childhood of some heroes and revolutionary leaders.

1. Martí as a child.
2. Camilo as a child.
3. Celia's childhood.
4. Photos of Fidel's childhood.
5. Ernestito.

Task 8

Friendships of heroes.

Identify photos of Martí's friends.

Identify photos of Fidel's friends.

1. Martí's friends.
2. Fidel's friends.

Level 2 (7 exercises)

General objectives: Select objects.

Task 1

Travel with a friend. Select objects with a given characteristic.

1. Who is accompanying me for a tour?

Task 2

The Mambises.

- 1 Place the missing elements that identify the Mambises.
2. What element is missing in this picture?

Task 3

What objects would you use?

Select objects that were useful to the heroes.

1. How to help heal the wounded?
2. Utensils used by the heroes to feed themselves.
3. The watchman.

Task 4

Visiting The Mambí Camp.

Establish relationships between the elements and the model.

1. Visiting a Mambí camp.
2. Let's get the message to the camp.

Level 3 (12 exercises)

Course objective: Learn about anecdotes about the lives of heroes and revolutionary leaders.

Task 1:

Our National Hero.

Organize pictures related to the anecdote.

Orient themselves in space using reference points.

Reproduce complex spatial models.

1. Martí in Hanábana.
2. Little Finger.
3. The Enchanted Shrimp.

Task 2:

Antonio Maceo.

Organize pictures related to the anecdote.

Orient themselves in space using reference points.

Reproduce complex spatial models.

1. Stand up and fight.
2. Stand up and raise.
3. The Bronze Titan.

Task 3:

Camilo Cienfuegos Gorriarán.

Organize pictures related to the anecdote.

Orient themselves in space using reference points.

Reproduce simple spatial models.

1. Camilo and the flag
2. Against Fidel not even in a baseball game
3. Trust and absolute faith

Task 4:

Ernesto Guevara De La Serna.

Organize pictures related to the anecdote.

Orient themselves in space using reference points.

Reproduce complex spatial models.

1. Che, a friend of animals.
2. Helping the guerrillas.
3. Che in voluntary work.

3. Method

3.1. Interview to Experts and Nursery Home Educators

Once the proposal of exercises had been designed, a total of seven teachers with vast experience and an occupational profile according to the scientific problem object of study were consulted. (See Table 2).

Table 2. Experts' Expertise.

Specialists	Scientific degree	Responsibility	Expertise in this task	Expertise
1	Master in Science	Methodologist at the National Department of Educational Software	4	24
2	Master in Science	Principal of the Center of Software Design. Project Headmaster	6	18
3	Bachelor of Education	Dean of the Faculty of Computer Science	4	14
4	Bachelor of Education	National Designer	4	8
5	Bachelor of Education	National Programmer	5	7
6	Bachelor of Education	Project Headmaster	5	5
7	Bachelor of Education	Principal of "Juliana Montano" Nursery Home	5	26

An interview was also applied to 4 teachers with the expectation of knowing the level of sufficiency of the exercises containing content about heroes and revolutionary leaders in the *Field of Knowledge of the Social World* for

boys and girls of the preschool level.

3.2. Trial Test

After putting the exercises into practice, a trial test was

carried out taking as a sample 20 male and female preschoolers of the “Juliana Montano” Nursery Home with the aim of knowing the mastery of the contents about heroes and revolutionary leaders in the *Field Knowledge of the Social World*, through which the effectiveness of the exercises is evidenced.

4. Results and Discussion

The seven (7) experts consulted coincided that the exercises in the proposal were philosophically, pedagogically and psychologically found to be put into practice with preschoolers of the “Juliana Montano” Nursery Home from Cruces municipality.

The four (4) nursery home educators interviewed agreed that the exercises designed satisfy the needs of practicing the contents on national symbols, important events of our country, heroes and revolutionary leaders. Besides, they not only may be used by the young children of the preschool level since they also constitute an important resource for the educators' self-preparation.

Of the 20 preschoolers tested, 19 children, that is 95% of all boys and girls taken as sample, were able to put into practice the knowledge related to the contents treated through observation and direct contact with the environment in a spontaneous way, serving as a basis in the formation of feelings and positive motives. This proves that this knowledge is potentially put into practice in the different forms of academic instruction such as the game, the independent and the programmed activities; expressing ideas and experiences of what is observed clearly and spontaneously.

All the young children who participated in the trial test answered the questions that were asked not only when they were in front of the images or other means, but they also narrated, related important events and experiences, evidencing the effectiveness in their logical mnemonic processes, also denoting security when providing correct answers and establishing comments with their classmates and relating their experiences with what was observed in the "Now I tell you" program and in the video about the symbols and heroes of the country.

They also showed astonishment at the childhood photographs of Fidel, Raúl, Celia, Che and Camilo and even organized them according to the oriented classification indicators. During the experiment, they were attentive to the demands of each of the exercises, all this leads us to think about their affordability in correspondence to the psychological particularities or level of performance of the young children to whom they are intended. Due to the results achieved, the authors conclude that the exercises...

- a) ... are highly accepted by young children, denoting interest, amazement, willingness to work and encouraging comments about what was observed.
- b) ... provide boys and girls with the exercise of knowledge about heroes and revolutionary leaders.
- c) ... allow to control the achievement of the objectives, taking into account the shortcomings and potential of

each young child, being possible to apply the knowledge and skills to new situations.

- d) ... also make possible the prevention of actions so that the boy or girl recognizes his/her insufficiencies and how to solve them.
- e) And finally, they facilitate the recognition of places and characteristics that are most significant for the country and interact with the computer to obtain a result. [1]

In short, they favor the integral formation and the full development of attitudes, values, standards, notions, feelings and moral motives, especially those of a patriotic nature, in accordance with the objectives for which they were designed.

These exercises also contain images and songs that can be used in previous years (5th year). All of this is evident because boys and girls are capable, while taking part in the implementation of the exercises, of explaining clearly the historical commemorations or some simple historical facts, facilitating the formation of moral qualities and a value system based on the examples of our heroes and revolutionary leaders.

Besides, experts and educators as well, they all agreed in pointing out that boys and girls were put into practice the knowledge they acquired through exercise in the educational process, allowing them to consolidate them. Finally, they referred to the advantage of the diversity of exercises which definitely contribute to the enrichment of the intellectual development of young children.

5. Conclusions

Taking into account the results obtained, the following conclusions were reached:

- (1) The bibliography on the subject is limited and scattered, so the current research allowed us to collect interesting data from press articles, magazines and other sources that enriched the theoretical foundation of the subject;
- (2) There are no exercises in the educational software “Let's Play” to practice the contents related to heroes and revolutionary leaders treated in the *Field of Knowledge of the Social World*;
- (3) The experts and educators consulted coincided that the set of exercises in the proposal were philosophically, pedagogically and psychologically found to be put into practice with preschoolers of the “Juliana Montano” Nursery Home from Cruces municipality.
- (4) The designed exercises allow boys and girls in the preschool level to exercise and put into practice knowledge about Cuban heroes and revolutionary leaders.

References

- [1] El Perfil del Docente en la Primera Infancia en la Institución Educativa Distrital Marco Tulio Fernández Licencia. “El Perfil del Docente en la Primera Infancia en la Institución Educativa Distrital Marco Tulio Fernández”. Universidad Libre Bogotá D.C., 2018.

- [2] Discurso pronunciado por el Presidente de la República de Cuba Fidel Castro Ruz, en el acto inaugural del curso escolar 2002-2003. Plaza de la Revolución, 16 de septiembre de 2002. <http://w.w.cuba en >gob>discurso>2002>esp>.
- [3] Casillas, M. A. (n.d.). Aspectos importantes de la creatividad para trabajar en el aula: Educación 10. <http://www.isoctg.rimed.cu>.
- [4] García, L. (1996). Auto-perfeccionamiento decente y creatividad. (Ed. Pueblo y Educación.). La Habana.
- [5] Cintio Vitier. *Cuadernos Martianos I. Primaria*. Vol. I. IV vols. Primera Edición. Ciudad Playa, Cuba.: Pueblo y Educación, 1994.
- [6] Gort Proenza, M. (1999). La computación y la formación integral de los estudiantes. I S P “Frank País García”, Santiago de Cuba.
- [7] Bertoglia, L. (n.d.). Psicología del aprendizaje. (Ed. Antofagasta.).
- [8] Comenio, J. A.: Danilov, M. A. y otros. Didáctica de la escuela media. Editorial de Libros para la Educación. Ciudad de la Habana, 1980.
- [9] Betancourt, M. J. (n.d.). Creatividad en la Educación: Educar para transformar. <http://www.isoctg.rimed.cu>.
- [10] Vladimr ILich Lenin. *OBRAS ESCOGIDAS*. Vol. XXXVIII. XL vols. Primera Edición. Cuba: Ciencias Sociales, n.d.
- [11] Carmona R. M. (n.d.). Contribución de la creatividad en la formación de docentes. <http://www.isoctg.rimed.cu>.
- [12] Chivás, O. F. (2001). Creatividad y Cultura: Incógnitas y respuestas. La Habana.: Ed. Pueblo y Educación.
- [13] López Hurtado, J. (2005). La Calidad de la Educación: Una propuesta para su concepción y evaluación en la primera infancia. Ed. MINED.
- [14] García, L. (1996). Auto-perfeccionamiento decente y creatividad. (Ed. Pueblo y Educación.). La 5) Brito, F. H. (1990). La efectividad de la motivación. Una alternativa en su estudio. La Habana.
- [15] Rodolfo Pinto-Archundia. “LA IMPORTANCIA DE PROMOVER LOS VALORES DEL HOGAR HACIA LAS ESCUELAS PRIMARIAS” Volumen 12 Número 3, no. Edición Especial: 271-283.
- [16] Programa cuarto ciclo: Educación Preescolar: Primera Parte: Sexto año de vida. (2001). La Habana.: Ed. Pueblo y Educación.