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DEVELOPMENT OF BASIC MOTOR SKILLS IN 4–5-YEAR-OLD CHILDREN DURING THE PANDEMIC BY PARENTS

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ABSTRACT

During the pandemic, education underwent an extreme change, especially for parents with preschool-age children, which is basically considered the most significant period in the formation of the individual. The changes caused by Covid-19 in students and especially the impact caused for parents, knowing that they are the first educators of their children, the motor problems that children presented before the pandemic should be corrected by means of the virtual modality, for this reason it was socialized with parents to carry out work at home through the hours of physical education, for this reason the objective of our research is to theoretically validate a group of physical-recreational actions to prepare parents in teaching of basic motor skills for children between 4-5 years old during the pandemic, this work was carried out during 3 stages that lasted 5 months and with a population of 125 children residing in the city of Quito, it had a qualitative approach due to the training that taught to parents, in addition to

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meeting the requirements to carry out these activities, there was an assessment of achievements and difficulties of said examples exercises which allowed us to confirm that the application of our proposal had excellent results during the activities carried out, in conclusion it was determined that if there are children with difficulty in carrying out these activities, since our program focused on basic motor skills, once the program, its effectiveness and its implementation during virtuality were verified, which will help us to implement this program in other educational units and to improve the motor development of this population group through virtual education.

INTRODUCTION

Early age is considered the most significant period in the formation of the individual, since it is during this period that the fundamental bases for the development of the physical particularities and psychological formations of the personality are structured, (Prietoet al., 2012; Ruiz, 2012; Morales & González, 2014) which are consolidated and perfected throughout the successive stages of development. The preschool stage is full of reserves and potentialities in children's lives, (Frómeta et al., 2019; Vaquerizo, 2019; Torres, et al., 2020) and physical-recreational strategies contribute to enhance various social manifestations of interest to the sciences of physical activity, (Morales et al., 2016; Morales et al., 2016; Morales et al., 2017) where the family is included as a significant potentiator in the teaching-learning process, including distance learning models. (Abreu et al., 2017; Thumé, et al., 2016).

With the changes brought about by the needs of the socio-cultural environment, caused by different factors, including the Covid-19 pandemic itself, educational systems have had to modify traditional teaching in search of alternatives to enhance the teaching-learning process with an intersectoral and community approach, (García et al., 2020; Zhang et al., 2020; Basilaia & Kvavadze, 2020) relating and including a socializing agent of utmost importance that until then was not taken into account in the child's training process from the practical point of view (Aguilar, Peña, & Valle, 2020) the active participation of the family. In this sense, many of the objectives of educational programs, including specialized physical activity programs, are related to preparing the family from their experiences to carry out educational actions with their children in home conditions, stimulating their integral development.

Personality formation requires the necessary coherence and integration of the educational actions of educators, family, organizations and other agents that have an impact on it (Yessetova et al., 2016). In Preschool Education this acquires greater strategic value because their children are in the early childhood stage, where the formation of positive behavior patterns and the development of skills have greater significance and transcendence.

A quality educational process decisively influences the achievement of higher levels of development of young learners, in each of the areas of their personality and that can make the purpose of preschool education a reality, where physical stimulations with specialized recreational activities are included

(Hernández-Rincón, et al., 2018; Diaz, et al., 2020).

All parents, regardless of their cultural and occupational level, are the first educators and trainers of their children. The family is the first school, in terms of the education received at home, which is of great value in the process of formation of positive feelings of the child. The family is and will continue to be an irreplaceable factor in the formation of the highest feelings of man and the transmission of social experience.

In the confinement produced by the Covid-19 pandemic, many processes have stopped, one of them being the teaching-educational ones; including specialized physical activity, such as individual and community recreation, including the effects on the free time of the inhabitants of the world, including the country.

Under this scenario, one of the actions of the national educational centers is to issue their educational provisions using the new digital platforms, which have the Internet as the basis of the electronic transition of knowledge from the teacher to the students. In this sense, at early ages the assistance of the family is essential, as they must intervene in the teaching- learning process actively rather than passively, since many learning processes require a certain level of presence, among other aspects necessary for the correction of errors, the motivation to practice an activity referred by the teacher, punctuality and other typical elements of face-to-face or non-face-to-face education.

While there are some already solid examples of distance education for disciplines such as computer science, native or foreign language learning, (Agila-Palacios, Ramírez-Montoya, García-Valcárcel, & Samaniego-Franco, 2017; de la Torre, et al., 2016) among others, specialized physical activity requires much more presential assumptions, impossible to carry out due to global confinement, hence the need to project research that contributes to the improvement of the physical-recreational process, as the field of action of the present research.

The objective of this research is to theoretically validate a set of physical-recreational actions to prepare parents to teach basic motor skills to children between 4-5 years of age during the pandemic.

The stability of the family nucleus, the number of adults involved in the education of children, the way in which the family participates in the life of the community and is incorporated into social and political activities is a determining factor in the formation of activities and feelings in which children are educated.

The preparation of the family has been one of the main objectives of the modern state, which has dedicated space and programs to increase its preparation (Gallardo-Vargas, 2017). To provide educational attention to children who do not attend any institution and provide families with a system of educational actions that promote the comprehensive education of their children, as well as the preparation for school entry, international programs have emerged with interrelated objectives as alternatives to the Covid-19 pandemic, which should recently include specialized physical activity programs, an aspect to be enhanced by specialists and researchers in the area, and of which there is no experience in Ecuador, at least from the scientific point of view.

Adapting the physical-recreational contents in times of confinement is the role assigned to the adult responsible for minors, mainly in the family environment where he/she lives. It is this person, due to his/her position and experience, who has to organize, guide and direct the children's educational process, what they should achieve and how they can achieve it. For this reason, it would be useful to investigate the contents of the physical- recreational preparation to be carried out by the families of children aged 4-5 years, indispensable contributions of the authors of this research to the process of confinement produced by Covid-19, being a necessity and at the same time having a regional, national and even international scope.

THEORETICAL AND METHODOLOGICAL BASES

Development of basic motor skills in children and family influence

Some programs implemented internationally bore fruit after one year of implementation, as demonstrated in the first evaluations (Santí, 2011), showing favorable results in terms of the level of development of children in the areas explored; the capacity of families to carry out early stimulation activities was demonstrated, and greater community participation in the development of the program was achieved.

The attention to children from 0 to 6 years of age has been a concern since the previous century, when approximately only 1600 children received the services of institutions at the beginning of the year 1900. Since then, there have been many key moments that have allowed progress in this direction until the emergence of scientific programs of integral orientation applied to the child, which went through different moments during its development.

Based on these results and preliminary studies, the implementation of different educational strategies for teaching Ecuadorian children in different educational modalities begins at the national level (Vélez-Calvo et al., 2019; Castillo et al., 2013; Panchi et al., 2019; Sailema, et al, 2017; Valarezo, et al, 2017; Bonifaz et al, 2018).

For example, the "Educa a tu Hijo" (teach your kid) Program aims to prepare the family to achieve the comprehensive development of children from 0 to 6 years of age (Siverio & MINED, 1980). It is the family itself that carries out the fundamental educational actions with their children; therefore, the gradual extension of the program made it possible to attend to the individual and family needs of each infant through institutional channels, such as day care centers, preschool classrooms and non-formal channels, a useful aspect to personalize education.

The purpose of the initial and preschool education system is to achieve the maximum possible integral development of each child, (Schieffer & Lessem, 2016; Rodríguez, et al., 2017) understanding that this as a right that includes health care, nutrition, intellectual, socio-affective, motor and physical development, which will result in a better preparation for future school learning.

A fundamental principle in the conception of the educational process is the role assigned to the adult,

mainly in the family environment, (Gallardo-Vargas, 2017; Santí, 2011) since due to their position and experience they are the ones who have to organize, guide and direct the educational process of the children, what they should achieve and how they can achieve it.

The programs for the development of basic motor skills in children find in the community the optimal scenario for their realization, it is there where their intersectoral approach materializes, represented by different institutions and organizations that can collaborate with the physical activity professional (Angulo, et al., 2018).

From the beginning of a research on special motor skills, the health personnel of children's institutions must participate in the direct preparation to the families (Assister, 2017; Calero et al., 2019; Chang et al., 2019), as well as in the orientation of the

collaborators through talks, conversations, exchanges of experiences, etc., an aspect that contributes to the improvement of the teaching-learning process.

By signifying the intersectoral character that a social educational program should have, emphasis should be placed on positively influencing the integral development of the new generations, being necessary that all the educational agents of the community influence the pedagogical work from the mother's pregnancy to her entry to school. It is in the community where social actors emerge, and once trained, they become mobilizing and educational agents for families (Tagle, 2010)

Educational attention for the development of motor skills

Non-institutional educational care is flexible and adopts different modalities, according to the diversity of contexts in which it is applied. These modalities are: a) Individualized attention: for children and their families, from the home, where the family is prepared to carry out the activities. In addition, visits are made once or twice a week to the home, where the family is oriented to the contents of the child's skills, an alternative being the use of new technologies that remotely support the teaching-learning process, showing them how to carry out the activities that will allow integral development and checking whether they have understood the actions to be performed.

Currently, the variant of concentrating families and children in order to carry out the activities is applied, with the participation of community agents who use Internet-based technological tools (Cayón et al., 2020; Mejía-Salazar & Gómez-Álvarez, 2017). b) Group attention: for children and their families, in the form of a joint activity that makes it possible to show how to continue promoting children's development at home. It takes place in spaces set up in the community.

The success of a specialized physical program depends to a large extent on the educational actions that are designed and carried out with the participation of different educational agents, promoters, executors and, especially, with the potential of families and communities. These actions, due to the multiplicity of actors involved, necessarily require a differentiated and intersectoral approach. It has to be organized in a way that caters to diversity and takes advantage of the potentialities of the different agencies and organizations involved (Mejía & Gómez, 2017).

The program also involves the executors, people who are responsible for guiding the educational actions directly to the families attending the program; these may be teachers, educators, doctors, nurses, health workers, sports instructors, retirees, community volunteer staff and the families of the children attending the program themselves.

Among the functions of the executor are: to carry out motor development activities aimed at promoting the integral development of the children, carrying out actions that demonstrate to the families how to do it at home and in the joint activity itself; to visit the homes and monitor the results in terms of the children's achievements.

Motor skills is a human capacity, it is the very manifestation of life in its different ways of expressing and impressing itself (Morales & González, 2014; Cabrera Valdés & Dupeyrón García, 2019; Callejas, 2007). Its intention is the development of awareness from experience (sensory contact with reality) and its end or purpose is human development, the transformation of the self. It should be seen as a cultural aspect of the process of humanization of man and as such is given through education, taking into account the characteristics and needs of the people with whom it relates.

Motor skills as a process and result of the changes produced in the actions of children are based on the interaction of the human organism with the social environment (Morales et al., 2016; Rivas & Madrona, 2017; Gallardo, 2017; Martínez, 2014; Morales, Lorenzo, & de la Rosa, 2016).

Basic motor skills

Motor skills are characterized by a high stability in the sequence of the action, relatively freeing the regulation of conscious voluntary actions, because the skills always start from knowledge and acquired experiences that allow them to establish relationships between the objective of the activity (Muñiz et al., 2010; Prieto et al., 2012; Ruiz, 2012), the conditions in which it should be developed and the form of its realization.

From the point of view of Physical Education, motor skills are classified into basic motor skills and sport motor skills (Temple et al., 2016; Morales & González, 2014).

Based on the criteria of other authors on motor skill, it is considered that: it is that conscious act that requires learning and implies effectiveness in the result. It is a complex act that is formed by the sequential and structured organization of several components (Gil et al., 2008).

Research background for developing basic motor skills with parents

It is extremely interesting how the family is attributed a preponderant role in the education of their children, an issue that is addressed indistinctly by pedagogues of different times.

According to Arés Muzio "who referred that children's education had to be developed within the family framework, proclaimed the need to carry out children's education in the family environment, since the moment of the child's birth marks the beginning of his or her education, and also strongly supported the idea of educating mothers as an instrument to improve children's education" (Arés Muzio, 1990).

This author also considers that, "If we lead man, so to speak, from the cradle, with some steps founded

in nature, teaching him to combine his ideas, and to appreciate them according to the degrees of accuracy that they have, we will see him form a scientific plan the most luminous, a practical prudence, the most advantageous to society" (Arés Muzio, 2006).

The family has the maximum responsibility for the education of children from birth and must maintain a close link with the centers that institutionally deal with education. The school completes and perfects the education that has begun at home. The parents have to be the first educators of habits, customs and correct attitudes. The example of the family influences the ideological formation of children so it is of vital importance especially when the link with the community is established (Romero et al., 2020; Muñoz-Galiano et al., 2019; Lastreet al., 2018).

In recent decades there has been a revaluation of the family category, considering it today as a powerful educational agent mediating development in all age periods; especially in early childhood and preschool, various educational programs have been promoted where it is assumed that the family should play a leading role both through institutional and non- institutional modalities.

Influence of the Family on Education

The activating character that corresponds to the different modalities of educational care in their relations with the family, in order to influence the intra-family educational process and achieve the convergence of actions on the learner. However, it should be taken into account that the family will fulfill its formative function to the extent that the living conditions created by society, the social relations established and the development of social awareness contribute to the formation of a certain way of home life (Pizarro et al., 2013).

From the above, it is concluded that the purpose of preschool education by both modalities of educational attention will only be achieved if the family becomes aware of its role in the development of basic motor skills, and consequently changes its educational patterns and becomes interested in perfecting them, but much more if their knowledge, their experience in educational work, their customs and traditions, which in many cases are usually valuable and serve as an example for other families, are also taken into consideration. It is objective then the preparation of the family, one of the most effective ways is the home visit, which allows community agents to feel the home educational reality, check if the guidelines provided have been taken into account and on that basis design the intervention (Razeto, 2018).

The family is inserted in a community and receives its influence, therefore if we start from the criterion that society as a whole educates, it is necessary to consider that all community agents, coming from different sectors and institutions must also become aware of their responsibility in the education of children aged 4 to 5 years , and contribute to their preparation and propitiate even the most suitable conditions so that they can develop an educational process, where the development of basic motor skills is taken into account (Ramos et al., 2017).

The educational actions elaborated are directed not only to the preparation of the family, but also in the

development of basic motor skills, with the quantum, volitional and physical so that they manage to exert an integrating influence on the development of their children's personality and manifest motor movements.

Psychomotricity

Motor development is an extremely important area within the overall development of the individual, recognizing that one of the elements that differentiates the human species from other species is precisely motor development, since, thanks to it, man has been able to walk in an upright position and transform himself physically, where all his limbs have acquired greater perfection (Garófano et al., 2009).

The study of different authors allowed understanding the contribution of movements in child development and how both processes are interrelated, for which different psychomotor empowerment strategies have been established, (Ati Colcha, 2015; García et al., 2016; Hernández & Sierra, 2018; Paredes & Estefanía, 2016; Pérez Chochos, 2015; Salazar & Morales, 2018; Troncoso et al., 2018) that include various adaptations (Torres, et al., 2017). On the other hand, the selection of motor activities to be developed with children should take into account the characteristics of their motor development at each age, in correspondence with the geo-social conditions, such as; climate, customs and culture.

As motricity, one must understand all the movements of the human being, and in this sense, it is necessary to take into account the various characteristics that will govern the methodologies for effective teaching and even the selection and design of the work implements (Linares, 2011; Benítez, 2011; Benítez, 2011). These movements determine the motor behavior of children from 0 to 6 years old that are manifested through basic motor skills, which in turn express the natural movements of man.

Psychomotricity as an educational/reeducational/therapeutic discipline, conceived as a dialogue, which considers the human being as a psychosomatic unit and acts on its totality through the body and movement, within the scope of a warm and decentered relationship, through active methods of mainly bodily mediation, in order to contribute to its integral development (Berruezo, 2000; Gallardo, 2017; Rivas & Madrona, 2017).

The authors of the research can specify that psychomotor skills are all the movements of the human being in integration of the mind and the body, allowing to discover the body by itself and as it relates to others it shares feelings, emotions and actions for the development of the personality, which favors the construction of its own learning from the experiences lived as part of the relationship with the outside world. Principles of psychomotor education:

1) The indivisible unity of the child is achieved by having motor skills as the activating nucleus of all its dimensions.

2) The availability of the body, as a result of the organization of its body scheme, is indispensable in the process of mental and affective development of the child.

3) The child's development is ineluctably linear, regardless of race, age and sex of the child, and presents quantitative, not qualitative differences.

4) The corporal activity, carried out in a group, is the fundamental basis for the child to affirm

him/herself as an individual and social person.

Motor development in preschool children

In order for the motor development of the 4- to 5-year-old child to be fast and varied, it is necessary for him/her to grow up in an environment that offers him/her the right amount of movement stimuli and reaction possibilities, as well as understanding educators and parents who know how to educate the child's healthy desire for movement and activity (Cortéz Bautista, 2013).

Under favorable conditions, towards the end of preschool age, children reach a stage of motor development very similar to that of adults: they can walk, climb, run, jump and generally master these movements with good coordination, although in a way that needs to be perfected (Chiluisa, 2011).

The speed of motor development depends on the number of basic forms of movement being acquired. In the first year of life, the evolution towards a straight gait is in the foreground, there is a dominant line in which new advances are found in short periods and constantly, since from this age onwards several basic forms are developed in parallel, which are taking hold and improving until the beginning of the preschool age (Morales & González, 2014).

In the age group of 4 to 5 years, running is manifested with an increase in the flight phase, better rhythm and coordination, maintaining a greater distance. In addition to skirting objects, it is performed with a change in direction (front, back, right and left) and combined with other movements such as throwing and hitting (Marín & Monier, 2013).

In this age group there is also a great explosion in the development of motor skills: the child throws farther, runs faster and demonstrates greater coordination, balance and orientation within other coordinative abilities in the execution of movements. These abilities are manifested in jumping with one foot, laterally and backwards, maintaining balance, walking on beams and walls of different shapes, climbing and climbing longer distances and with good coordination (de Castro Mangas, 2008; Lucea, 1999).

They also regulate their movements when throwing an object and running to pass by jumping over an obstacle at a low height. They perform the long jump falling with semi- flexion of the legs and good stability. They jump with one foot and with both feet, they jump sideways and backwards. They perform reptation with coordinated arm and leg movements not only on the floor but also over benches (González, 2002)

Characteristics of 4–5-year-olds

It can be seen that at this age the bones are still soft and elastic, the spine has a more rectilinear shape and the curvatures are gradually becoming more pronounced, and the muscles do not yet have an observable definition due to the accumulation of subcutaneous fat and a low number of myofibrils (Salas & Ruben, 2020).

It is observed that there are differences in height and body weight: 4-year-old children have a height of approximately 100 cm, and weigh approximately 16.81 kg; while 5-year-old children reach up to 107.5

cm in height and weight approximately 19.9 kg. The heart rate ranges from 95 to 105 beats per minute (bpm), while breathing is typically abdominal or diaphragmatic, so that the respiratory rate at 4 years of age is greater than 40 bpm and greater than 30 bpm at 5 years of age. The muscular system develops in correspondence with the state of nutrition (Galvin, 2019).

According to the characteristics of the child organism systems, through the (MINEDU, 2014), the central nervous system at this age conditioned reflexes are elaborated quickly, but they are not fixed so soon and experiences or habits are not so solid. The processes of inhibition and excitation are easily propagated, that is why attention is unstable, reciprocal reactions have a character and the little ones get fatigued very soon. At about 4 years of age the brain cells acquire a rapid constitution and formation of the nervous filaments and the conductive pathways of the nervous system.

The precision of hand movements requires differentiated work. In the 5 years of life some communications between visual and motor cells have been formed and strengthened in the cortex of the brain, therefore their movements are much more coordinated and precise.

It is normal for children at this age to test their limitations in terms of physical prowess, behaviors and expressions of emotion and thinking skills. It is important that there is a safe and structured environment, including well-defined boundaries, within which the child can explore and face new challenges (Hernández Posada, 2006).

The child should show initiative, curiosity, a desire to explore and enjoy without feeling guilty or inhibited. At four years of age, children have imaginary friends. They appreciate being praised for their successes. They need opportunities to feel freer and more independent. Games and other activities help preschoolers learn to take turns (Luripal & Trapani, 2021)

Influence of the Pandemic on Education.

According to Mendoza Castillo (2020) the international educational system has faced a pandemic that has substantially modified the way of providing educational instruction at all levels, a challenge accentuated in early childhood education, where classroom instruction has been changed by distance education, an aspect that necessarily merits the intervention of the family as a practical guide of the teaching-educational process.

For the case of physical education, physical activity in general and sport, some works have already appeared that evidence active proposals during the confinement produced bythe COVID-19, determining among other aspects the interests and motivations of the student body (Martínez-Hita,2020). The aforementioned author evidences in his results that the best valued proposals are related to games and sports activities, training with musical support and motor challenges, being also the activities with a worse valuation those related to theoretical aspects, directed dances, programmed trainings and board games that include physical development situations.

In this sense, proposals such as the one made by Martínez-Hita (2020) should be considered for use and theoretical-practical validation of this research. Therefore, taking into account the limitations imposed by the current pandemic, emphasizing the influences exerted on the educational system, are of vital

importance to consider them within a model of physical-recreational instruction, including those related from the negative and positive point of view characterized as follows:

a) Change in the practical paradigm of teaching-educational instruction.

b) Limitation of the teacher's educational scope by limiting direct contact with the student.

c) Increased active and leisure time of the student with the family.

d) Need for family participation in the teaching-educational process.

e) Need to modify the study plans in terms of distance education.

f) Need to provide support for the improvement of all those involved in the teaching-educational process in the use of new technologies.

Need to diagnose family possibilities in terms of the scope of available technologies for distance education.

METHODOLOGY

Population

The population consisted of 125 children who live in the city of Quito and whose parents were the main driving force for the development of the proposal.

This research work had a qualitative approach in which parents were trained to develop physical recreational activities with children 4-5 years of age, within their homes in times of pandemic.

Several research methods were applied, which are detailed as follows:

a) Historical-Logical

This method has made it possible to investigate and deepen the evolution of preschool educational development in distance modalities, the educational ideas on motor development, in particular, of children from 4 to 5 years of age, including the recreational manifestations related to the research.

b) Analysis-Synthesis

This method allowed to obtain the theoretical foundations necessary for the work in a synthetic way. In addition, it was used for the evaluation of the empirical methods used.

c) Inductive-Deductive

This method was applied in conjunction with the previous method, which during the study of the research background, the characteristics of the development of the basic motor skills of 4–5-year-old children and the needs and potentialities of the parents in terms of the tasks of motor development in their children were specified.

d) Systemic

The use of this method allowed the integration of the results of the instruments applied, as well as the establishment of links between the aspects that integrate the educational actions proposed, orienting the development of the basic motor skills of children from 4 to 5 years of age through the direct intervention of the parents in their homes.

For the development of this research, the following empirical methods were applied:

e) Observation

This method was used to verify through virtual classes the activities taught and to evaluate the preparation of parents through the development of basic motor skills of their children from 4 to 5 years old, for which joint and group activities were observed with the selected families.

PROPOSAL

Physical Recreational Activities to develop basic motor skills

The actions are planned, organized, executed and controlled to achieve a specific objective and are developed taking into account the theoretical-methodological and practical conception of an educational process (Herrera, 2004).

The performance of correctly oriented exercises raises the standard of living and maintains health, in addition to strengthening the emotional relationships between children and adults, thus channeling their education and development. For this to be accomplished, it is necessary to prepare the family through the executors and offer them affordable materials that help them to carry out the educational intervention at home (Razeto, 2016).

All moments should be used to provide children with ways to expand by performing exercises that meet their movement needs. A fundamental role in the performance of exercises is played by games and music (Panchi et al., 2019) when accompanied by songs, which also help to maintain motivation and facilitate the child to achieve a correct execution (Panchi et al., 2019).

Requirements for Physical Activities

a) Adequate space and lighting at home. It is important to pay attention to this condition, since in this way it is possible to prevent children from tripping and bumping into each other.

b) Attention to the potential and needs of children in the motor sphere.

c) Correspondence of the exercise with the rhyme, song or movement game.

d) Adequate selection of the context. This favors the linking of the child with the world around him/her, since the activities can be carried out at home or outside the home, making it possible for him/her to interact with other children or adults.

e) Preparation of the means. Depending on the exercise to be performed, the necessary means must be prepared, whether they are natural or created by the family or the performer.

f) Combination of exercises composed of different basic motor skills.

g) Participation of other family members during the activities. Parents, siblings, aunts and other family members should perform these actions with the children.
h) Culmination of the activity with recovery exercises. These exercises regulate the child's organism after the effort made. E.g.: slow walking, breathing exercises.
i) To have the necessary technological tools (computer, internet, data storage media, photographic and filming cameras) to achieve synchronous learning with the family and the children.

Evaluate the execution of the exercises

The evaluation of the results of the applied activities is an extremely important component for the achievement of the set objectives, since it is possible to verify whether the results obtained have been favorable or not. In the evaluation of the basic motor skills, parents, under the guidance of the executors, should take into account the following:
a) Evaluate daily achievements and difficulties in order to carry out a deep analysis of the needs presented by the children in the activity.
b) Consider the emotional state of the children, their manifestations during the development of the movement games, the execution of complex exercises; their participation in the activity and, above all, the degree of satisfaction and joy shown by the child at the end of the activity.
The following important aspects should be taken into account for the execution of activities.
a) It is a process that enhances, modifies and is flexible in all its areas.
b) It is an instrument that has an organization and allows the achievement of objectives. It must be endowed with active participation.
c) It must reach levels of social impact from its compliance to the development of activities, tasks and responsibility.
d) They are aimed at transforming the actual state to achieve the desired state.
e) The interrelation between the educational process and the development of the motor scheme is implicit.
f) The permanent evaluation of the content and methodology as a constituent part of the educational actions.

General Objective

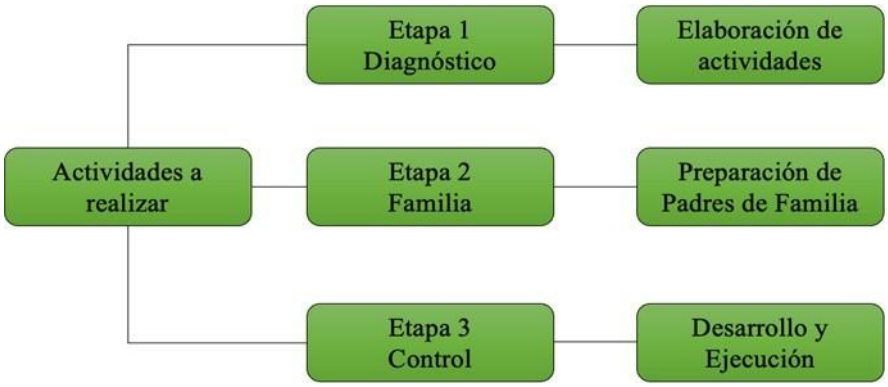
To offer the theoretical and methodological bases to contribute to the preparation of parents in the development of basic motor skills in children from 4 to 5 years old.
The educational action constitutes above all a process of direction and education integrated by a set or sequences of activities planned, organized and controlled by the executor who interacts with the family, in three moments (orientation, execution and evaluation). This is achieved by perfecting the relationship of the different objects to perform motor actions according to their characteristics and the objectives of each unit of the educational program of motor skills for the preparation of the family.

For this, the organization of the activity must propitiate the relations that are established between the family and the rest of the group, they have to be in correspondence with the individual and collective particularities of the family group, with their interests, necessities and potentialities.

Diagram of activities to be executed

The activities presented require for their development and implementation a dynamic structure that allows their organization and systematization. This structure is conceived from the preparation of the family, which is compatible with the aim and objectives as well as satisfying the requirements of the field of study.

Figure 1. *Physical recreational activities to be performed*



Translation of Figure 1	
Actividades a realizar	Activities to be carried out
Etapa 1 Diagnóstico	Stage 1 Diagnosis
Etapa 2 Family	Stage 2 Family
Etapa 3 Control	Stage 3 Control
Elaboración de Actividades a Realizar	Elaboration of Activities to be Performed
Preparación de Padres de Familia	Preparation of Parents
Desarrollo y Ejecución	Development and Execution

Source: Katherine Aguilar

Stage 1

Its purpose is to sensitize parents for their involvement and inclusion in the activities, guaranteeing their preparation. This will be done through the development of a session.

Stage 2

Parents were involved in a dynamic of participation and constant development, through the contents of the selected basic motor skills.

Stage 3

In this stage, the degree of impact of the activity plan was evaluated through discussions and reflections on the proposed activities.

Exercise plan to improve basic motor skills in 4–5-year-old children with the help of parents.

The following program was applied for 5 months with the collaboration of the researchers and parents of 4–5-year-old children. The following is a detailed description of the program applied in the research, which was refracted from (Hernández, Camejo, & Maya,2013).

1. Skill: Walking.

Exercise 1. Smooth and fast walking to the front accompanied by clapping.

Objective: To improve the coordination of arms and legs, through sound stimuli.

Development: Parents will guide the exercise, starting first with slow clapping and then faster, the children will perform the exercise dispersed in the area, it will be taken into account that the correct posture of the body is maintained, this exercise improves the sense of rhythm, posture, balance and orientation, will be performed twice a week, will be repeated 1 to 6 times alternating.

Materials: Claves, tambourines.

Exercise 2. Walking on half tiptoe.

Objective: To improve balance and posture by decreasing plantar support.

Development: This exercise will be performed in combination with lateral arms to help the child to maintain better balance since the area of support is reduced here. Children can be organized in rows as well as dispersed in the area, this exercise improves balance, coordination as well as posture and spatial orientation, should be worked twice a week and 1 to 6 repetitions.

Materials: Buckets, balls, newspapers.

2. Skill: Running

Exercise 1. Smooth running for distances of 10 to 20 meters.

Objective: To improve balance through slow running.

Development: Parents will ensure that the race is done in the front of the feet, for this should indicate that you must run without making noise, also try to keep the child in the correct posture, should reinforce the rhythm through the clapping and should work in pairs, trios or small groups, 4 to 6 repetitions.

Materials: Whistles.

Exercise 2. Running fast distances of 10 to 20 meters with clapping stimulus.

Objective: To improve balance and coordination through fast running.

Development: The work should be differentiated since the individual characteristics of the children should be taken into account, work should be done in duos and trios, 4 to 6 repetitions should be done.

Materials: Whistle

Exercise 1. Jumping with both feet, in front.

Objective: To improve the coordination between arms and legs through jumps with both legs.

Development: The child should perform the jumps on the front of the feet and the falls with semi-flexion of the legs, initially they will make a jump to the front, gradually they will increase and will execute two or three continuous jumps; for this the promoters can use periodic hoops, draw lines on the floor and other means.

The same but from different directions, imitating the leap of the frog, the rabbit, the kangaroo and the ball.

The promoter will guide the type of jump to be executed, where the children will imitate the indicated animal, and can be helped with sheets. This will contribute to raise the level of creativity, coordination, orientation and differentiation, and will be repeated 4to 6 times.

Materials: Ropes, hoops

Exercise 2. Jump with one leg advancing to the front.

Objective: To improve coordination and balance by jumping with one leg.

Development: The children will jump with one foot on a line drawn on the floor, on newspapers or other objects, they can perform two or three jumps in pairs with one hand on the shoulder of the partner and should alternate footwork in the jumps.

The jumps contribute to improve in the children all the coordinative capacities, in addition it elevates the level of creativity when they are imitating objects or animals will be made from 4 to 6 times.

Materials: Whistle.

3. Skill: Throw

Exercise 1. Throw the ball with both hands in front from head height.

Objective: To improve arm coordination by throwing.

Development: It should be performed from the step position, one hand serves as a driving hand and is placed over the shoulder, the other hand holds the ball in the preparatory phase, there is a pause for the child to re-aim on the target, the object to which the child must throw the ball, can be placed up to a

distance of 2 meters. Afterwards, the child will throw the ball with one hand, repeating it 4 to 6 times.
Materials: Balls.
Exercise 2. Throwing the ball with one hand to the front.
Objective: To improve the coordination of arms and legs by throwing.
Development: Here the throwing hand will be placed at shoulder height, the children will work in pairs where they will throw to each other, at a distance between them of up to two meters, the throw must be done with the right hand and with the left hand will be repeated 4 to 6 times alternating the arm.
Materials: Balls

4. Skill: Climb
Exercise 1. Climbing over an object.
Objective: To improve the coordination of arms and legs through the action of climbing.
Development: Climb on higher objects, such as small fences and benches and cross over another partner when the latter is in quadruped. Climbing exercises improve the coordination of movements. To be repeated 4 to 6 times.
Materials: Hurdles and benches.

ANALYSIS OF RESULTS

The results found in stage 1 of the problem under study are taken as a starting point the initial diagnosis with parents to explain the level of development of basic motor skills in children 4-5 years old, as well as their general characteristics and the results of the observations, which the researchers will be able to perform virtually.
During the application of the activities the following difficulties were observed: there is little coordination in the work of arms and legs and incorrect posture when walking, most walk looking down and others do not carry their shoulders backwards, as well as difficulties in the support of the feet, an aspect that negatively influences their future training and that we intend to correct through this exercise plan, which should be done at least 3 times a week with parents at home.
It could be corroborated that most of the children present deficiencies in the support of the foot, where the children do not run in half tip, that is to say, they support the whole foot, there is also lack of coordination between arms and legs, they do not bend their legs when falling and most of them do not jump with the front part of the foot, there is also a bad grip of the ball, which caused it to fall, as well as the orientation to direct the ball towards an object.

CONCLUSIONS

1. In the bibliography consulted, the vital importance of basic motor skills being applied at home by

parents in children 4-5 years old is demonstrated, as well as the current influence of parents in the fulfillment of the achievements and objectives of each stage.

2. It was determined that the children participating in the program in the age of 4-5 years old in the city of Quito, present difficulties with the realization of physical exercises to develop the different basic motor skills.

3. In order to improve the basic motor skills: walking, running, jumping, throwing and climbing, a program of recreational physical activities was elaborated for 4–5-year-olds, with objectives, methodological indications and an explanation of the development of each physical exercise to be performed.

4. The effectiveness of the program of physical and recreational activities was evaluated in a practical way, being able to verify its effectiveness and its implementation during five months in a virtual way and in times of pandemic, which allowed verifying the possibilities of application in the community, reaching a positive impact on the improvement of basic motor skills in children 4-5 years old who participated in this research.

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