# The game in the human being as a tool for its holistic construction for an integral conception of its cosmogony.

## El juego en el ser humano como herramienta para su construcción holística para una concepción integral de su cosmogonía

Nancy Esther Anachury*
Shirley Yojana Junco*
Juan Gabriel Castañeda Polanco*

**Cite this:**

* Msc. Universidad Ibero Americana, Bogota, Colombia, nancyanachuryvega@hotmail.com, https://orcid. org/0000-0002-6162-3047
* Msc. Universidad Ibero Americana, Bogota, Colombia, shirlyjuncojaraba@gmail.com, https://orcid.org/0000-0003-2591-8830
* Dr. Universidad Ibero Americana, Bogota, Colombia, jugacaspo@gmail.com, https://orcid.org/0000-0001-7632-7526

## Abstract

With respect to the upbringing of children, customs have advanced significantly. In ancient times it was conceived that children should be ignored and that they did not begin to be taken into account until very late in childhood; gradually society has evolved and with it the approaches to a humanized relationship between adults and children. It is becoming more and more constant and at the same time relevant the actions that lead to enjoy the child-adult relationship. Propitiating a pertinent emotional and social development, not only in the family environment but also in the educational spaces; spaces where specific cultural and social pillars are cemented that effectively contribute to a better progress in the individual. The games strengthen the roles and position the individual in the most characteristic aspects of his personality.

**Keyword:** Games, tradition, development, school

## Resumen

Respecto a la crianza de los niños y niñas, las costumbres han avanzado significativamente. En la antigüedad se concebía que los niños y niñas debían ser ignorados y que no empezaban a ser tenidos en cuenta hasta muy avanzada la niñez; paulatinamente la sociedad a evolucionado y con ello los acercamientos a una relación humanizada entre adultos y niños. Cada vez es más constante y a la vez relevante las acciones que conllevan a disfrutar de la relación niños-adultos. Propiciando un desarrollo emocional y social pertinente, no solo en el entorno familiar sino en los espacios educativos; espacios donde se cimienta pilares culturales y sociales específicos que contribuyen de forma efectiva a un mejor avance en el individuo. Los juegos, afianzan los roles y posicionan al individuo en los aspectos de su personalidad más característicos.

**Keyword:** Juegos, tradición, desarrollo, escuela

## Introduction

From birth and throughout his existence, the human being develops different skills and functions that lead to the deployment of all its capabilities and the strengthening of their emotions; among the actions that the human being develops in their daily life from birth are identified eating, sleeping, crying and among others receives its first encounters with the game. As human development progresses, play supports, like no other activity, the maturity of thought, the acquisition of knowledge and the gradual adaptation to social roles and the preconceptions of adaptation and coexistence.

Regarding body development (Gallo, 2017) indicates that playing also contributes significantly to growth, since a baby by itself could not prepare for transcendent functions such as the use of its limbs to develop motor skills and displacements; but the gradual stimuli of external agents and factors induce it to coarse and sometimes uncontrolled movements make its muscles strengthen significantly. (Zaragoza Ramos et al., 2016). Therefore, it can be deduced that without play, human development, especially muscular development, would be diminished, delaying growth and mobility; a vital function in the evolutionary process of man and the acquisition of autonomy. Subsequently, the human being needs the game to learn about their customs and be inserted effectively in different social roles; it is easy to incorporate eating habits, sleep regulation, motivation to the manifestations of affection characteristic of the stage of development in which it is found, games and toys become precious assets and invaluable spaces in individuals.

The games are the pretext for mother and child or caregivers to develop, in an imperceptible way, the language and the whole communicative process. (Elsy L. Gómez & Héctor A. Guerrero, 2013) language and the whole communicative process, the transfer of customs of the region of origin and even in the case of displacement, the enrichment of the cultural heritage with games and songs that interweave the development of the individual. Socialization is being expanded as children are

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44*
*January - March 2023. e-ISSN 2550-6862. pp 1-16*

2

incorporated into family and social activities of which they are the object: children's parties, meetings with neighbors and little by little the incorporation to school activities are squeezing the agenda of young children, to the point that the true essence of human development can be put at risk: to be an eminently social individual. Play is often confused with a state of leisure, a waste of time, ignoring the social, emotional and physical benefits that it entails.

In the school stage, according to (Parra Ramírez & Cámara Vallejos, 2017).the individual faces a rupture of the habits acquired in his first environment, generating in him possible fears and insecurities, as well as a relative loss of identity; being exposed to the interaction with individuals of the same age group and even substantial differences, but in reality it is not bad before on the contrary the possibilities of a greater development of their capabilities, habits, adaptations and emotions are expanded. The encounters and misunderstandings that this new socialization entails, constitute the greatest gamification in which one can be involved. According to the philosopher and pedagogue Francesco Tonucci, gamification allows to acquire the most significant learning of the being. Building mentally and emotionally indelible experiences, through creative and fun encounters that support the incorporation of significant knowledge and skills.

For Tinoco & Lugo (2015) in a fickle, disrupted and even confused universe in the face of social and ethical changes, children are precisely the ideal social element to demonstrate how strong and necessary it is to assimilate the context and let our actions permeate according to our culture and society.

Early childhood is perhaps the stage of life where the human being has the greatest capacity for astonishment, but also the greatest capacity for apprehension of knowledge and adaptation to any social situation; with a wonderful capacity that allows humanization in every act and resilience in the face of every difficulty. It is at school where the individual will find an oasis to his need for knowledge and socialization or it can become an unknown universe that pushes him to relate to traumatic and incomprehensible experiences.

Although home and school should be the safest environments and full of positive experiences for the being, this is not always the case and individuals can be immersed in a sea of confusions and exposures in both environments, far from the true purpose that should be found in such environments. This can only be possible when at school or in the family, and perhaps in both at the same time, children do not receive the adequate stimulus for their emotional, cognitive and social development; it is common the overexposure to the so-called new technologies, which take away and usurp the value of dialogue, toys and physical spaces of interaction as well as the overexposure to images, sounds, songs and information of all kinds that distorts not only the environment but also the natural learning environments.

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44*
January - March - 2022. e-ISSN 2550-6862. pp 1-16

3

The game once valued, Arias et al. (2019). axis of afternoons of laughter and indelible moments of sharing has been relegated to virtual emulations that ensimisman the individual and turn him into a social hermit, since he is locked up in himself, although in a physical way he is related to other individuals. It is common to see mothers and caregivers in any space dedicated to the interaction with electronic devices and leaving aside the children not only to supply their basic needs but also denying the precious moment of encounter with affection, culture and primary knowledge. Gone are the gifts where the child made possible the interaction with him, printing with his hands and voice movements and fake words to show that the toy was his playmate; always and at all times the dolls received during the game the same actions of which he was the object: feeding, games, cuddles, kisses, hugs and other actions. Gradually the sexualizing toys were displacing the common, simple children's toys that allowed the achievement of knowledge, emotions and more appropriate actions. As well as toys that influence the construction of a wrong self-esteem and self-image, distorting human realities and transfiguring the human dimensions that should be strengthened through playful activity.

In Colombia, an intercultural country par excellence given the vast territory it possesses and the diversity of its natural landscape, coupled with the reality of the encounter of the multiethnicity that was found in a fortuitous and random way allowing the construction of a population as heterogeneous as it is interesting. But even so, little by little the cultural gaps, intolerance and dissimilar forms of assimilation of any external influence that substantially modifies the very essence of the individual have become more and more evident.  Institutionality and sovereignty are lost when society allows elements that do not belong to it to become part of its identity, the school must be that point of convergence where the native culture and the incorporated elements of the new and denied miscegenation flow in an imminent way; within its socializing dynamics it is evidenced as the propitious space to reorganize society from the new social elements. All this without forgetting that the school must stand out for the preservation of customs and the achievement of individual elements of behavior that promote healthy coexistence in all the environments where the individual develops.

(Nelson et al., 2007) indicates that the emerging culturality allows the creation of new social perspectives, where the concept of society and culture is more universal; the research projects that are developed within the educational institutions should aim at the construction of a society that is procedent, diverse and inclusive; with glimpses of a more humanizing and resilient society.

Society needs to refresh the collective memory to preserve its customs and promote the rescue of customs that promote the formation of better social actors, better human and cognitive perspectives away from cybernetic interactions, which, although necessary and important, have diminished natural human interactions.  From the active perspective of the school as a social transformer and therefore transmitter of culture, early childhood teachers should focus their pedagogical actions in a more playful, less rigid and more relevant context. Contagious to the student population and the different

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44*
*January - March 2023. e-ISSN 2550-6862. pp 1-16*

4

actors to propitiate encounters and misunderstandings that return laughter and face to face conversations, propitiating the cultural rescue of the regional children's games; which can be incorporated in the institutional dynamics not only in the moments of rest or recess within the school day, but as a pretext of interaction and construction of knowledge.

For years, generations have longed for the clothes, the songs, the gastronomic dishes that are shown in an attractive and natural way in any context and by any means. For Sánchez (2006) Children are no exception because they are consciously and unconsciously guided towards positions, preconceived concepts and even social bombardments that confuse and saturate them in front of the surrounding social and cultural information. It is only a matter of finding the relevance of the games and the propitious spaces to encourage them are in the common areas and in the rest spaces. It is possible to be in front of the formation of updated beings, avant-garde and in harmony with the technologies, but at the same time to lower the levels of stress, the distortion of the communications and the preservation of emotions and simple regulations and somehow more natural to learn to unlearn the isolation and individualism, propitiating the healthy coexistence.

All children are born in a specific cultural context: according to the geography of the country and the customs of the regions and sub-regions, they constantly receive information and stimulus through their senses and their holistic interaction, taking root in a specific and enriching time and space. Colombia offers a range of cultural possibilities, during the 20th century there was a proliferation of movements in favor of the rights of the different ethnic and therefore social and cultural groups in the country; the school even in its pedagogical advances is still in debt to work in favor of this culturality and proof of this is the scarce directed activity that children have during breaks, this space has become a breeding ground for harmful, aggressive and even disturbing interactions because it is a space full of freedom, with few restrictions and little construction.

Camacho & Vega (2016) recess or rest should become a space that under the pretext of recreation are a space for training and social construction, with cultural and fun interaction; demystifying the fact that children are increasingly technological and that the games of yesteryear have become obsolete. Knowing that unlearning is not an immediate or obligatory process, it is necessary to interact and promote interaction by contagiously filling the spaces with board games, pirinola tournaments, ludo or playgrounds, playing dolls again, group games that allow laughing while looking at the eyes and reinventing the rules and the fulfillment of them.

## Materials and methods

The preponderance of an explicit curriculum that favors the restitution of the forgetfulness of the construction of classroom and research projects for and with the children and not for the teacher, education continues to be in black and white and not in third dimension and in color, the projects should yield results of permanent

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44*
January - March - 2022. e-ISSN 2550-6862. pp 1-16

5

transformation and not mediatic, since the creation of the General Law of Education in Colombia it is customary to speak of projects, research, activities and classroom management plagued with technicalities but with few results of social transformation.

A true construction of society includes the construction of spaces and policies respectful of the characteristics of each environment. Facilitating the construction of knowledge through cultural manifestations and not the other way around: native lullabies, regionalized children's rounds, toys, word modeling for initial education, children's stories and other lyrical elements and cultural managers should have a preponderant element for initial education and not as something completely foreign and based on foreign cultures: children's songs to the sound of porro, bullerengue, with touches of marimba, more native and less universal dresses with fashion.

Early education claims its privileged position in educational institutions, the construction of elements of value within the formation of individuals so that they are the ones who shine within the impacting results of education and not the results of state tests; early education claims to be formed with the elements that continue to build their world of colors, which allows them to naturally and affectively build the image of their own universe. Rescuing the preponderance of the plastic arts as the fundamental axis of the construction of knowledge, to speak of the universe, of the earth without the child knowing the importance of the environment where he/she is developing. This can be the same environment where he/she was born or it can be an environment where internal or global migration has led the individual and his/her family. It is the children who can give a lesson on how to solve conflicts in seconds to continue enjoying a game or a snack, based on the fact of cultural interweaving, early childhood needs to permeate its curricular structure in numbers and letters, but from its own context, either through play or visual arts. We privilege academic processes and not the construction of identity and society, it is important to educate from the privilege of knowing the social origins and the environment where they develop today.

For Lago de Vergara et al. (2014). Early childhood deserves a formidable encounter with guidelines congruent with the real behaviors and interests of children. A contextualized learning environment favors the deployment of thought processes and the construction of effective communication links, a true education tending to inclusion and interculturality must have present multiethnic elements and allow within the rights of students to be able to bring elements of their culture with them to strengthen the holistic formation of the individual: a learning environment decorated with our elements and not with the elements of inherited cultures such as children's stories. From the guidelines for this level, from the educational point of view, the importance of the construction of the self is not recognized, but of knowledge.

The bet is on the construction of dynamic, fluctuating and society-building spaces, projects for the use of free time that tend to root culture and allow adaptation according to the different contexts that are experienced. Marrying the school with autochthonous positions that permeate the construction of being and doing. A listened early childhood,

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44 January - March 2023. e-ISSN 2550-6862. pp 1-16*

6

with dynamic formation and with the vision from the infantile to build happier and fuller human beings.

For Sampieri et al. (2014). the expeditious method for transformation of school spaces is definitely through play as a dynamizer of coexistence and social development, using not only an investigative method but promotion and prevention through concrete actions during break times; with the promotion of directed recreational spaces and making traditional games an important element of it. Not only during academic times but also during the use of common spaces.

There are multiple factors that affect educational practice and consequently are involved in its improvement, no factor should be disregarded, since from the selection of contents, their integrated use, the spatial and temporal organization, the didactic materials and resources, the relation and relevance between tasks and students' interests, the social function of curricular and extracurricular activities, as well as school tasks and commitments, the diversity of students itself has led to the imminent expansion of the concept of inclusion, the rhythms and rhythms of school activities, the rhythms and rhythms of school commitments, and the diversity of students, the social function of curricular and extracurricular activities, as well as school tasks and commitments, the diversity of the student body itself has led to an imminent broadening of the concept of inclusion, the rhythms and ways of learning, the organization of the teaching staff to respond to all these aspects, teamwork, high expectations or the promotion of the desire to learn; constitute valuable elements within the educational function as such. Schools are the most real exercise that man has of the dynamics of life; roles and social concepts are integrated into the academic world and that makes the school an environment sometimes equally rigid and even full of frustrations for the individual.

At present, education is in a stage of revolution, of constant change and adaptation to the needs of the modern and progressive society of the present century; without ignoring the common aspects of the different contexts, therefore, many of the postulates of the different pedagogical theories are reconsidered and interwoven with the informal curriculum of the idiosyncrasy in which the individual develops.

Throughout this article the importance of play for the development of the individual is highlighted, but is it really of vital importance to address issues as concrete as human formation through actions full of informality and absent of any scientific rigor play? If it is taken into account that most of the human being's time since birth is focused on the satisfaction of his basic needs and that these in turn are linked to play, songs and popular customs, it is imminent to recognize that this is where the essence of being and primary socialization are centered; therefore, having play as a preponderant axis within the relevant formative actions constitutes a true communion of being with knowledge, but above all with knowing how to know how to do.

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44*
January - March - 2022. e-ISSN 2550-6862. pp 1-16

7

Within this scope it is pertinent to mention that for a more effective design of the educational project of any institution it is appropriate to define the paths to impact society through meeting the needs of the individual at a formative level, because it is the individual who projects the relevance of the pedagogical actions according to the needs of the society of impact, highlighting the interrelation of his learning action with the interaction with the different existing resources, to convert any space into a relevant environment for learning and in turn the game as the means to achieve such learning.

Focusing on the possibility of mediating in situations of coexistence through activities that resort to play, it should be noted that the teacher, in designing activities, should consider the interests, needs and above all the characteristics of the individuals who are an active part of the educational process, because in this way he/she will obtain optimal results. For this author, the child is the center of the whole training process, defining that throughout the individual's life not only the school is the expeditious space to be trained and instructed, because it is by him and for him; but all possible scenarios become in turn training and learning environments, besides, this knowledge that he acquires through play will allow him to make decisions freely; and thus be able to actively participate in society. It is important to point out that, in order for the child to acquire the necessary maturity, we must start from the child's naturalness, that is, from what the child lives and how he/she lives it; as well as the knowledge he/she needs to acquire to overcome the adversities of his/her life. Also, when children enter school, they carry with them four innate impulses: expression, communication, inquiry and construction (Esquivel, 2008), and it is the teacher's primary task to ensure that these impulses continue to develop over time; these impulses are currently considered skills, and is one of the fundamental purposes of education, as well as one of the features considered in the graduate profile (especially in primary education). The assertive management of these impulses depends on how the character and individual perspective of learning is forged.

Pedagogues of the stature of John Dewey demand that educators incorporate the topics contained in the study program with experience; that is, to link the theoretical support with the current situation of human beings, since this will allow a better understanding, in order to then formulate their concepts, which will allow them to provide solutions to problems; it is very recurrent to mention within schools the need for contextualization of the curriculum and therefore of the activities that materialize it. But curriculum without didactics is neither consistent nor pertinent. The relevance of the so-called ludic applied to pedagogy presents the appropriate innovation for the convergence of knowing and doing, printing a dynamic that favors fun and training. It is necessary to refute the later practices where attending educational institutions constituted an imminent rupture of the pleasant and flexible actions that offer meetings with friends and family where the game, the company and the fun are fundamental axes.

Dewey mentions in his text, "My Pedagogical Creed" that education goes through two moments: psychological, which is when the child begins to show his abilities and skills, and social, when he appropriates the knowledge and manages to face the life he is

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44*
*January - March 2023. e-ISSN 2550-6862. pp 1-16*

8

presented with.  "The educational process has two aspects: one psychological and the other social, of these two aspects; the psychological is the basic one, it is when the child performs on his own initiative, independently of the educator. The social aspect is the adaptation to civilization, to society (Dewey, 1967)". This leads to a construction of school eventualities that tend to improve the processes of interrelation in the school. It was not possible to establish which of the two moments is of greater weight because both are intertwined and separated by an almost imperceptible thin line; which pours boldness and differentiation from the static, repetitive and frustrating moments of a dehumanized formation, plagued by actions that recurrently cut off human nature and its interstitial focal points such as play.

At the same time, the individual, based on his or her interests and the environment, should pose problems of social relevance, formulate hypotheses and apply them, construct explanations and develop practical solutions to these problems, but this is achieved with the guidance and orientation of the teacher. It is common to think that certain types of processes such as those described above cannot be easily evidenced in young children, but on the contrary, infants stand out for the naturalness of their concepts, the spontaneity of their actions and the courage to carry out almost everything in their daily lives. Children who find in the ladder game obstacles and uncertainty that will be solved within the logic and prior knowledge of what is expected in it. Board games, children's rounds, songs gather a series of constitutive, normative and formative elements. Even more than the so-called manuals or school regulations. A child will understand the need to be honest in a game when the captain or his friends notice the bad moves he makes and shout at him in a natural way, joining efforts to show him that because of his disloyalty he will not play anymore and probably will not be chosen for a new round. Unwritten rules, only implicit in the secret codes of the game, whatever it is.

It is easy to observe how children through play imprint characteristics and personifications to most inanimate objects, pretend voices and use them as valuable elements to strengthen and self-recognize themselves. Leaves of trees and plants as money, but at the same time can be as food for surreal preparations that make them the best chefs in the roles of the playful and integrative exercise with their peers, any element becomes relevant and paradoxically the adults around them minimize the importance of them and focus on restricting the natural processes of achieving habits and elements of social construction.

The cultural heritage is a determining factor at the moment of strengthening behaviors and knowledge through games; games as well as the so-called ancestral concepts and oral management through songs, myths and legends allow us to positively intermingle the regions of the same country that are represented in a classroom and even bring us closer to an inclusive project according to international migrations.

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44* January - March - 2022. e-ISSN 2550-6862. pp 1-16

9

## Results

It is motivating to be able to build a curriculum that approaches the construction of a more universalizing citizenship through play, listening to customs and approaches of different regions or countries allows opening to a positive culturalization, which allows understanding the dialects and customs in the other without fuss, without ridicule and without discrimination; this last aspect would be nothing more than an action coming from ignorance and the feeling of being destroyed or invading what for the individual is everyday and is very much his or her own.

It is easy to observe different postures of individuals during moments of interaction in the common areas of an institution. By analyzing these individual postures, we perceive what is part of the family collective: aggressions, vocabulary, feelings, frustrations, as well as the positive feelings and actions that take place in more favorable situations.

It is necessary to incorporate through underlying methodologies, the concepts and perceptions of each individual. The game is a transcendent element in society; the preservation of the being and its integrality depends on its consolidation, evolution and sustainability.

A true construction of society includes the construction of spaces and policies respectful of the characteristics of each environment. Facilitating the construction of knowledge through cultural manifestations and not the other way around: native lullabies, regionalized children's rounds, toys, word modeling for early education, children's stories and other lyrical elements and cultural managers should have a preponderant element for early education and not as something completely foreign and based on foreign cultures: children's songs to the sound of porro, bullerengue, with touches of marimba, more native and less universal dresses with fashion.

An institutional educational project really thought for the society of impact must include the characterization of its population not only from the obvious elements that interest the society but from elements extracted from the society itself; if pedagogical models collected from foreign thinkers and turned into a patchwork quilt, where different thinkers are taken to satisfy the adult-centric position of the school approach.

Early education claims its privileged position in educational institutions, the construction of elements of value within the formation of individuals so that they are the ones who shine within the impacting results of education and not the results of state tests; early education claims to be formed with the elements that continue to build their world of colors, which allows them to naturally and affectively build the image of their own universe. Rescuing the preponderance of the plastic arts as the fundamental axis of the construction of knowledge, to speak of the universe, of the earth without the child knowing the importance of the environment where he/she is developing. This can be the same environment where he/she was born or it can be an environment where internal or global migration has led the individual and his/her family. It is the children who can give a lesson on how to solve conflicts in seconds to continue enjoying a game

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44*
*January - March 2023. e-ISSN 2550-6862. pp 1-16*

10

or a snack, based on the fact of cultural interweaving, early childhood needs to permeate its curricular structure in numbers and letters, but from its own context, either through play or visual arts. We privilege academic processes and not the construction of identity and society, it is important to educate from the privilege of knowing the social origins and the environment where they develop today.

Early childhood deserves a formidable encounter with guidelines congruent with the real behaviors and interests of children. A contextualized learning environment favors the unfolding of thought processes and the construction of effective communication links. A true education aimed at inclusion and interculturality must take into account multiethnic elements and allow students to bring elements of their culture with them in order to strengthen the holistic formation of the individual: a learning environment decorated with our elements and not with the elements of inherited cultures such as children's stories. From the educational point of view, the guidelines for this level do not recognize the importance of the construction of the self, but of knowledge. It is easy to find curricula that are structured not by dimensions but by areas of knowledge, ignoring the need to strengthen the predominant aspects of early childhood.

Most of the curricula do not contemplate the adaptation and acceptance of individuals who have been displaced to the cities, they are closed to listen to the voices of individuals who are silently violated to accept and adopt the customs and other cultural manifestations. Not to mention the individuals who have been displaced from different countries, for all this it is necessary that the school becomes a space for the construction of identities; from the same management that is given to initial education in Colombia there is a substantial gap between what is taught under the vision of the ICBF and what is taught from the educational institutions according to the guidelines of the General Law of Education.

 Without losing sight of the national guidelines, it is necessary to review the international antecedents on the subject, thus the memories of the Convention on the Rights of the Child, carried out in 1989, where it is emphasized that early childhood has the right to special care and assistance, such rights and care not only correspond to the family, but also to the school explicitly as caregivers of them; It is necessary then to recognize the importance of promoting interculturality as a fundamental right of children and as the axis of their construction as individuals who contribute to the construction of society; not in the future but from now on, for a life of colors, a colorful education must be built.

The bet is on the construction of a dynamic, fluctuating and society-building curriculum, life projects that tend to root culture and allow adaptation according to the different contexts that are experienced. Marrying the school with autochthonous positions that permeate the construction of being and doing. A listened early childhood, with dynamic formation and with the vision from the infantile to build happier and fuller human beings.

If we analyze the pedagogy and the encounters in educational spaces, be it the classroom or other types of spaces; where cultures and diversities meet and are taken as an act of holistic formation in the being, the previous exhortation is completely

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44*
January - March - 2022. e-ISSN 2550-6862. pp 1-16

11

pertinent and could never be seen out of context and even less far-fetched, because the validity of human values on humbleness, loving kindness understood as the affective bonds developed between the implicit actors in the education and molding of the being, and that gives a special touch of belonging to the act of forming; other related values such as security, courage, patience and why not even impatience that gives a human sense to the same art of living together, a sense that allows to recognize in oneself and in the other that hint of imperfection that emerges more than sometimes we would like but that allows the improvement of life in community, which in the end is what should be aimed at in the training processes: to create more sensitive, honest human beings with a real commitment to build effective, affective and lasting relational bonds.

The inclusive school should aim at the permanent construction of playful pedagogical activities that respond to the described approaches, but not because of projects or activities that show results, but because of the real need to build a more equitable society.

In an irreversible way, the uncontrolled and decadent society requires a return to the ancestral customs of the family, culture and ethics. It is normal to see children complying more faithfully with the rules of a game than with institutional norms, especially in early childhood, because meeting a friend and sharing with him is of vital importance, while institutional and social norms, if not subtly consolidated, are taken as impositions that are difficult to understand and comply with.

In efforts to reconsider looking back in societies, it is easy to find projects, activities and various actions that are composed of a technological innovation, which is definitely not entirely negative but that distances us from the natural elements of socialization and maintains expectations and virtual communities that distance feelings and arouses emotions towards strangers, but can become unsociable. Causing isolation towards the individuals with whom they should relate in the daily life.  It is very common even in very young children to hear about friends on the Internet, undermining the possibility of creating concrete relationships and humanizing devices. Being in front of new technologies allows us to explore new worlds, a universe of knowledge and images that revolutionize the ways of building knowledge. But not the way of building healthy relationships.

The replacement of laughter, contacts, strategies, building rules and codes that allow to increase the processes of construction of society. This construction begins in the family, it is transferred to the common social spaces in which the individual relates. Even more important is not to allow the nullity of the enjoyment of nature and the benefits of interacting with it; even in the most difficult days, games and feelings intermingle when activities and actions that interrelate playfulness and feelings are evidenced. In post-pandemic times, difficulties of coexistence increased and being in closed spaces almost bordering on social confinement, brought out in individuals a series of behaviors and expectations loaded with a negative tinge; facing the uncertainty of death, extreme and excessive care framed days that clung to the human being to electronic devices,

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44*
*January - March 2023. e-ISSN 2550-6862. pp 1-16*

12

drawing them as saviors of a decadent society and without cultural roots. This is a social, human, educational and cultural scourge.

Due to the massification of uncontrolled information and misinformation, today we see the imitation of negative behaviors in speech, dress, relationships and even in social projections; it is common to see the imitation of false idols whose influence is increasingly negative, entire families given over to the honey of the so-called "social" networks without looking at each other, without understanding each other, without truly relating to each other. Entire families calling each other on the phone even in the same house to avoid eye contact, affection and even the fear of parting with an electronic device. Going back to the past is taken as a throwback, an unfriendly factor and even plagued by embarrassment for the opinion of the other, on the net.

It is not unknown that throughout the development of society and educational processes, there have been countless studies on the benefits of play in the process of infants, as well as the deterioration of inhibiting this important part of human development.

There are different approaches to play, for example, the so-called symbolic play, according to Piaget, brings individuals into the world of ideas, into the world of true human intelligence, which is an important purpose in the translation of play to the school. With this, individuals begin to learn rules that prescribe human activities and processes. The norm is the set of internal rules of a playful activity, which defines it and differentiates it from anything else. Vygotsky defines activity as a central core for explaining the sociocultural nature of many psychological processes and especially the web of relationships, feelings, perceptions, and knowledge that constitute the micro contexts in which children's learning and development take place. The framework of interpersonal relationships that encloses all human action imbues it with sociocultural dynamism. Even with all this associative baggage of the ludic with the cognitive, there is an undeniably enriching space that is only dressed in a ludic, recreational and undeniably satisfactory sense, but they are immersed in the dynamics of the different contexts, to the social circles and human ecosystems that are contemplated in a wide cultural and subjective sense. It is necessary then to point out that the game within the diverse spheres of social development and learning continues conserving a relational relation towards the activities of amusement, free time, artistic or cultural. These are activities that enrich man.

To define the aspects of the being that plays and its manifestations is to recognize that it develops the need to keep moving, with the interaction of a playful praxis that interweaves intelligence, wills, forces, capacities, manifesting itself, moving towards the dimensions of the human being: being, doing and knowing. Propitiating the manifestation of feelings and diverse emotions. Whether from the individual or the group; as well as from the expectations of the one who observes and enjoys or the one who participates and develops an enjoyment for the self-recognition and the recognition of the other.

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44* January - March - 2022. e-ISSN 2550-6862. pp 1-16

13

The biochemical approach conditions us to accept that, within human development and the experiences of joy, fears, frustrations, hormones are released that control the various emotional stages of the being; play is one of the activities that most favor mood changes from negative to positive. Therefore, it is undeniable that while establishing bonds of affectivity and cultural roots, the game effectively modifies the experiences, becoming a unique alternative to emphasize healthy coexistence and the effective development of the most intrinsic thought processes.

It can be established as a time of intentional reward, a reward to the formal moments invested in instruction and knowledge; therefore, spaces of playfulness are established that mask the creative and harmony in favor of decaying human components.

## Conclusions

But not only children find joy and enjoyment in play, but all human beings can be permeated in the construction of more important bonds between peers through days of play, as well as adults who relate to recreational activities constantly find better meaning in life and better defined purposes for permanent and social transformation.

An adult experiences indescribable sensations and emotions when developing playful activities, it is a great bet to promote playful days with an academic sense, but also with a sense of recreation, in the members of the educational community in general; promoting processes of peace, harmony and healthy coexistence. The so-called active leisure is an alternative that offers the school the perfect pretext to strengthen positive emotions and actions while playing. This type of interaction improves parent-child relationships and tends to improve the social and academic spaces of the educational environment.

The eradication of current social scourges such as stress and its various associated syndromes, stressful relationships between families and peers of different age groups, constant bullying and those derived from psychosocial components affected, damaged and violated with suicidal tendencies, recurrent depressive, anxious, among others can only be achieved through actions where the body and mind are in harmonious and constant movement. Until the injury of electronic devices and relationships through the web is reversed, until we rescue human interaction as the true emotional support that is only achieved with the touch and delivery, we will not have a healthier society and more willing to build real bonds of interaction and affection.

It cannot be forgotten that the construction of society is only done within the same society, there is no way to do it from individualism and hermit behaviors. Launching physical and therefore social interactive proposals provides the possibility of building society in the true human sense. Getting together for a competition is not the same as getting together to activate concepts and emotions.

If we establish a culture as a word that comes from the Latin cultus, which in turn derives from the word colere; as these words have different meanings such as inhabit, cultivate, honor, preserve, among others. It is deduced that ancestral or traditional games tend

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44*
*January - March 2023. e-ISSN 2550-6862. pp 1-16*

14

to root the culture of the individual; therefore, they tend to take care or honor the being that inhabits the corporeity. With the intention of building positive and transforming societies.

........................................................................................................

## References

Arias, G., Martínez, C., Montero, R., & Salcedo, M. (2019). Serious Games, their Application in the Health and Safety of Workers. Serious Games, their Application in the Health and Safety of Workers. *Med Segur Trab*, *65*(225), 87-100. http://scielo.isciii.es/scielo.php?script=sci_arttext&pid=S0465-546X2019000200003.

Camacho Gutiérrez, E., & Vega Michel, C. (2016). *Self-care of Health*. ITESO - Instituto Tecnológico y de Estudios Superiores de Occidente.

Elsy L. Gómez, R., & Héctor A. Guerrero, M. (2013). Genetic Algorithms in the Cournot Model. *Economia Informa*, *378*, 37-50. https://doi.org/10.1016/s0185-0849(13)71307-0.

Gallo, L. E. (2017). A performative didactics to educate (from) the body. *Revista Brasileira de Ciências Do Esporte*, *39*(2), 199-205. https://doi.org/10.1016/j.rbce.2016.09.002

Lago de Vergara, D., Gamoba Suárez, A. A., & Montes Miranda, A. J. (2014). Quality in higher education. *Saber, Ciencia y Libertad*, *9*(1), 157-170. https://doi.org/10.18041/2382-3240/saber.2014v9n1.2006

Nelson, L., Arévalo, G. A., Alberto, D., & Julio, V. (2007). Disbudding at different stages of flower bud development in standard carnation (Dianthus caryophyllus L.) var. Nelson. *Agronomía Colombiana*, *25*(1), 73-82.

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44* January - March - 2022. e-ISSN 2550-6862. pp 1-16

15

http://www.scielo.org.co/pdf/agc/v25n1/v25n1a09.pdf.

http://www.scielo.org.co/pdf/agc/v25n1/v25n1a09.pdf.

Parra Ramírez, G. de J., & Cámara Vallejos, R. M. (2017). Level of medical empathy and associated factors in medical students. *Investigación En Educación Médica*, *6*(24), 221-227. https://doi.org/10.1016/j.riem.2016.11.001

Sampieri, R. H., Valencia, S. M., & Soto, R. C. (2014). Construction of an instrument to measure organizational climate based on the competing values model. *Contaduria y Administracion*, *59*(1), 229-257. https://doi.org/10.1016/s0186-1042(14)71250-1.

Sánchez, P. (2006). Disability, family and school achievement. *Iberoamerican Journal of Education*, *40*(2), 1-12. http://dialnet.unirioja.es/servlet/articulo?codigo=2098533

Tinoco, C. S. Q., & Lugo, S. R. (2015). La Reforma Laboral, La Precarización Del Trabajo Y El Principio De Estabilidad En El Empleo1. *Latin American Journal of Social Law*, *21*, 179-201. https://doi.org/10.1016/j.rlds.2015.07.007.

Zaragoza Ramos, E., Orozco Torres, L. M., Macías Guzmán, J. O., Núñez Salazar, M. E., Gutiérrez González, R., Hernández Espinosa, D., Navarro Villarruel, C. L., de Alba Ritz, M., Villalobos Díaz, R. M., Gómez Torres, N. A., Cerda Vázquez, R. I., Gutiérrez Hernández, A. D., & Pérez Aviña, K. A. (2016). Didactic strategies in teaching-learning: In respect to the study of nomenclature of organic chemistry in students of the Atotonilco Regional High School). *Educacion Quimica*, *27*(1), 43-51. https://doi.org/10.1016/j.eq.2015.09.005

*Espirales. Revista multidisciplinaria de investigación científica, Vol. 7, No. 44 January - March 2023. e-ISSN 2550-6862. pp 1-16*

16