

Children's Poetry as a Teaching Tool for Strengthening Communication and Textual Production

La Poesía Infantil Como Herramienta Didáctica Para El Fortalecimiento de La Comunicación y Producción Textual

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Abstract

Children's poetry has served as a teaching tool in primary school learning, since its use encompasses artistic aspects involving the visual, phonetic, and textual, with the aim of improving students' textual production and communication, thanks to the creativity with which these texts are composed. This research project was carried out using a qualitative approach with phenomenological methodology in order to analyze the benefits of implementing children's poetry in the classroom. It was based on a non-experimental design, with an interpretive paradigm, and was applied to third-grade students at Monseñor Jaime Prieto Amaya School in the city of San José de Cúcuta. The instruments used were a classroom observation form and a semi-structured interview with twelve questions.

Key words: Children's poetry, textual production, communication and critical thinking.

Resumen

La poesía infantil ha servido como una herramienta didáctica en el aprendizaje de básica primaria, puesto que su uso abarca aspectos artísticos que involucran lo visual, fonético y textual, con la finalidad de mejorar la producción textual y la comunicación de los estudiantes, gracias a la creatividad con la que se componen estos textos. Este proyecto de

investigación se realizó bajo un enfoque cualitativo con metodología fenomenológica a fin de analizar los beneficios de implementar la poesía infantil en el aula de clases. Se basó en un diseño no experimental, con paradigma interpretativo y fue aplicado en estudiantes de tercer grado del Colegio Monseñor Jaime Prieto Amaya en la ciudad de San José de Cúcuta, el cual los instrumentos utilizados fueron un formato de observación del aula de clases y una entrevista semiestructurada de doce preguntas.

Palabras clave: Poesía infantil, producción textual, comunicación y pensamiento crítico.

1. Introduction

The research carried out intertwines two terms: the first is poetry and the second is a didactic tool. Therefore, children's poetry is a literary expression that allows children to communicate emotions, thoughts and ideas through the artistic use of language. This genre combines elements such as metrics, rhythm, musicality and poetic images, making it an accessible and meaningful tool for the development of sensitivity, creativity and imagination in students.

It is also a bridge between knowing and learning, which adjusts to the contexts, rhythms and needs of the classroom. In this sense, children's poetry teaches language, but, in turn, acts as a means of personal exploration, affective communication and integral development of the student.

Thus, Arias et al. (2016) point out that the basic skills that a primary school student should have been learning to listen, read, speak and write, that is, the communicative skills that each subject

develops throughout his life either by acquisition or learned.

Thus, an observable problem is that these skills are affected due to the lack of accompaniment and follow-up at home, i.e., the direct caregiver, an event that becomes a challenge for the teacher.

For this reason, one of the best alternatives to solve this problem and generate a positive result in students is through children's poetry. This is pointed out by Tejo (2017) arguing that poetry is not only reading if not that it can be listened to, recited and even sung, thus favoring communication and in turn, generating a habit that can be unlearned in writing, since art has been a sensitizing medium for creativity.

Its general objective is to analyze children's poetry as a didactic tool for strengthening communication and textual production in third grade students. For this purpose, three specific objectives are: to describe the shortcomings that affect communication and writing in third grade students; to interpret the use of children's poetry to strengthen skills in different

formats; and to explain the effectiveness of children's poetry as a didactic tool.

2. Theoretical framework

The theoretical support of children's poetry, seen as a genre covered in literature classes, one of the theorists mentioned is Santiago (2022), who points out that children's poetry maintains elements under a free verse that facilitates the production and creation of poetic texts.

Another relevant element is the visual resources of poetry favoring the construction of ideas and in this case, poems.

Also, Fernandez (2022) argued that poetry is not only verses and metrics, but also intends to connect with emotions and should be done through attractive texts for students.

Chicaiza (2022) pointed out that poetry is a space in which to expand and acquire new vocabulary and use it through dramatizations, mimes or poetic interpretations that strengthen their creativity.

García (2016) highlights that, the writing process contributes significantly to the development of critical thinking, and that in order to strengthen this skill in the current educational context it is necessary to adopt a constructivist approach. This model was also supported by the contributions of Piaget (1959), Vygotsky

(1934) and Chomsky (1965), recognizing that the student is an active subject in the construction of knowledge.

In this line, children's poetry, being an expressive and creative form of language, becomes a key tool in the process of textual production, since it not only stimulates the imagination, but also promotes reflection, the organization of thought and the ability to communicate ideas in a meaningful, poetic way with features that are experienced in literature. Another theorist is Cassany (1993) with *La cocina de la escritura*, in which he implements a writing manual and points out that writing considers cognitive and communicative aspects in the human being, and in which he records the activities guided by teacher-mediators in a writing process.

3. Method

This research was based on a qualitative approach, expert as Sánchez et al. (2021) who conceives it as the interest in capturing social reality through observation, what is said, expressed and thought about a particular context. Likewise, the phenomenological method was used, Castillo et al. (2022) argue that it addresses different meanings and educational experiences that also favor the adaptability of data from different contexts, circumstances and themes.

The instruments implemented were an observation format in which it was possible to have observable records in the

pedagogical interventions in the classroom, and a semi-structured interview with a script of questions related to poetry, writing and what effect they generate in the student when having contact and experience with it.

The study population are third grade students of the Colegio Monseñor Jaime Prieto Amaya, located in Barrio Torcoroma 3 in the city of Cúcuta, and the students who were part of the study were randomly selected.

4. Results

The results of the analysis and interpretation are supported by 6 items found.

1. Emotional value of poetry:

The student considers that the most important aspect of poetry is the emotions it transmits, highlighting that children's poetry evokes mainly positive feelings such as love, avoiding negative emotions such as anger.

2. Importance of sensory resources:

She points out that images and sounds are essential components of children's poetry, since they enrich the poetic experience and make the content more attractive.

3. Preference for classic poems:

Mentions that her favorite poem is El Renacuajo Paseador by Rafael Pombo, and although she recognizes that it is closer to the fable genre, she values its poetic form because of the metric used.

4. Relationship between poetry and mood:

The student expresses that writing poems allows her to channel her emotions, whether of joy or sadness, and that this practice improves her mood by leaving a positive message in her text.

5. Recognition of difficulties in writing:

She identifies spelling and compliance with grammatical rules as one of the main challenges, although she indicates that these obstacles do not prevent her from continuing to express her emotions through poetic writing.

6. Formative potential of poetry:

The interview shows that poetry, in addition to encouraging writing, also stimulates critical thinking, artistic sensitivity and reflective capacity in children.

5. Conclusions

Children's poetry has characteristics that are very useful for the creation of poetic texts, but it is rarely used. It has been evidenced under a pilot test that indeed poetry has much to offer in the classroom, because children's poetry implements various resources ranging from visual and image creation to sound and body aspects, since poetry is not only read, but felt and serves to communicate how the emotions or thoughts of each student are perceived and their unique way of representing them, thus demonstrating a creative process that meets the basic skills of the area of Spanish Language.

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