

Modelo Educativo de tratamiento a la Educación Vial en el proceso de formación inicial Educational Model for the treatment of Vial Education in the initial training process

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Resumen

Se ofrece un modelo educativo de tratamiento a la educación vial desde la formación inicial del estudiante de la Carrera Licenciatura en Educación Preescolar, con el objetivo de que el profesor disponga de un modelo que le permita desde el proceso de formación preparar al estudiante bajo el principio de la doble intencionalidad pedagógica: la educación vial para sí y la educación vial para el ejercicio de la profesión. Para ello se aplicaron métodos teóricos: análisis-síntesis, inducción-deducción y los empíricos: entrevista, observación y revisión de documentos, con el fin de favorecer el desarrollo de una educación vial preventiva responsable del estudiante en formación inicial.

Palabras clave: Modelo educativo; Educación vial; Seguridad vial; Formación inicial

Abstract

An educational model of treatment to road safety education is offered from the initial training of the student of the Bachelor's Degree in Preschool Education, with the objective of providing the teacher with a model that allows him/her to prepare the student from the training process under the principle of the double pedagogical intentionality: road safety education for him/herself and road safety education for the exercise of the profession. Theoretical methods were applied: analysis-synthesis, induction-deduction and empirical methods: interview, observation and document review, in order to favor the development of a responsible preventive road safety education for the student in initial training.

Keywords: Educational model; Vial education; Vial security; Initial training

Introduction

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The work with road safety education at present is of vital importance in the initial training process of the student of the Bachelor's Degree in Preschool Education, in this sense it is necessary to systematize it, that is why there is currently a transformation in the ways of acting and taking measures that also reach the behavior in the labor and professional sphere, where an important place concerns the social agents and professionals of education.

The subject of road safety education has been evaluated by many researchers. Authors such as: (Alonso, 2003; Albentosa, 2006; Manso and Castaño 2008, Ramírez, 2010; Piñón, 2011; Bustamante, 2016) in their research refer to different ways to enhance road safety education from the teaching institution.

Manso and Castaño, (2008), state: "road education should be the preventive germ of Road Safety, based on the acquisition of attitudes, values and behavioral habits that guarantee the values of coexistence and safety in global mobility" (p.199-200). Consequently, road safety education should not be limited to teaching rules and signals, but should help citizens to reflect, reaching conclusions and commitments, so that in this way we manage to be responsible, not only for our actions, but also for the consequences caused by them.

In this sense, we assume Castaño's definition of the category of road safety education, which states that: Road education consists of initial and permanent educational actions, whose objective is to favor and guarantee the integral development of the actors on the road, both at the level of knowledge about the rules, regulations and road signs, as well as at the level of habits, behaviors, conducts, and individual and collective values, in such a way as to make it possible to develop in the field of mobilization and traffic in perfect harmony between people and their relationship with the environment, through legal and pedagogical actions, implemented in a global and systemic way, on all the areas involved and using the most appropriate technological resources.

This logic is assumed because the definition points to a formative pedagogical perspective. Additionally, it proposes a systemic approach that integrates the various actors and authorities that are part of the road system. Likewise, it points to the generation of transformation from a pedagogical dimension that proposes the change of attitudes, conducts, habits and behaviors. Finally, it links this process with related processes, such as road safety and safe mobility.

Therefore, it coincides with the criteria of research on the subject, that road safety education requires in its implementation methods and procedures that lead to personal involvement in the construction of knowledge, valid to raise the perception of risks in the face of traffic accidents and to be able to face the social environment independently.

Hence, road safety education has an important value not only for the personal and integral development of students, but also for a project of a more civic, respectful, free and peaceful society, more respectful towards people and nature itself, which constitutes the environment of human society.

It is therefore necessary that road safety education permeates the curriculum established in its different areas and acquires an interdisciplinary character, integrating it in the various areas and in a specific treatment with a development in days and intersectoral activities.

The process of road safety education begins at an early age, and there are educational programs that address issues related to the need to use seat belts, helmets and other protective elements, the relationship between rain and traffic and the dangers of speeding; however, this work was not followed up in university education, which leads to reconsider strategies in order to fulfill the objective of road safety education for young people in universities. Resolution 72/2011 of the Ministry of Higher Education specifies the methodological guidelines for the implementation of the road safety education program in the national Higher Education system, which corresponds to the provisions of the new Road Safety Code (MES 2011).

Based on this study and review of normative documents such as: the Professional Model, C, D and E curricula, Law 109, Road Safety Code, the Director Program for Health Promotion and Education, Road Safety Education Program and Methodological Guidelines, the Internal Regulations of the Provincial Road Safety Commission of Guantánamo, the different balance reports of the National Road Safety Commission, Resolution 72/2011 and the road safety education strategy of the University of Guantánamo, led to the identification of theoretical and methodological insufficiencies in the treatment of road safety education in the Bachelor's Degree in Preschool Education, limited research and documents in terms of road safety education treatment.

Therefore, the initial empirical evidence and the limitations found in practice, allow us to formulate the following scientific problem: how to deal with road safety education in the initial training process of the student of the Bachelor's Degree in Preschool Education? Hence, the objective of this article is aimed at socializing the results of the research conducted on an educational model of treatment to road safety education, which reveals a system of dialectical relationships between the subsystems: cognitive road safety and educational intervention and its components, energized by the road behavior procedure, from which emerges a higher resulting quality: responsible preventive road safety education.

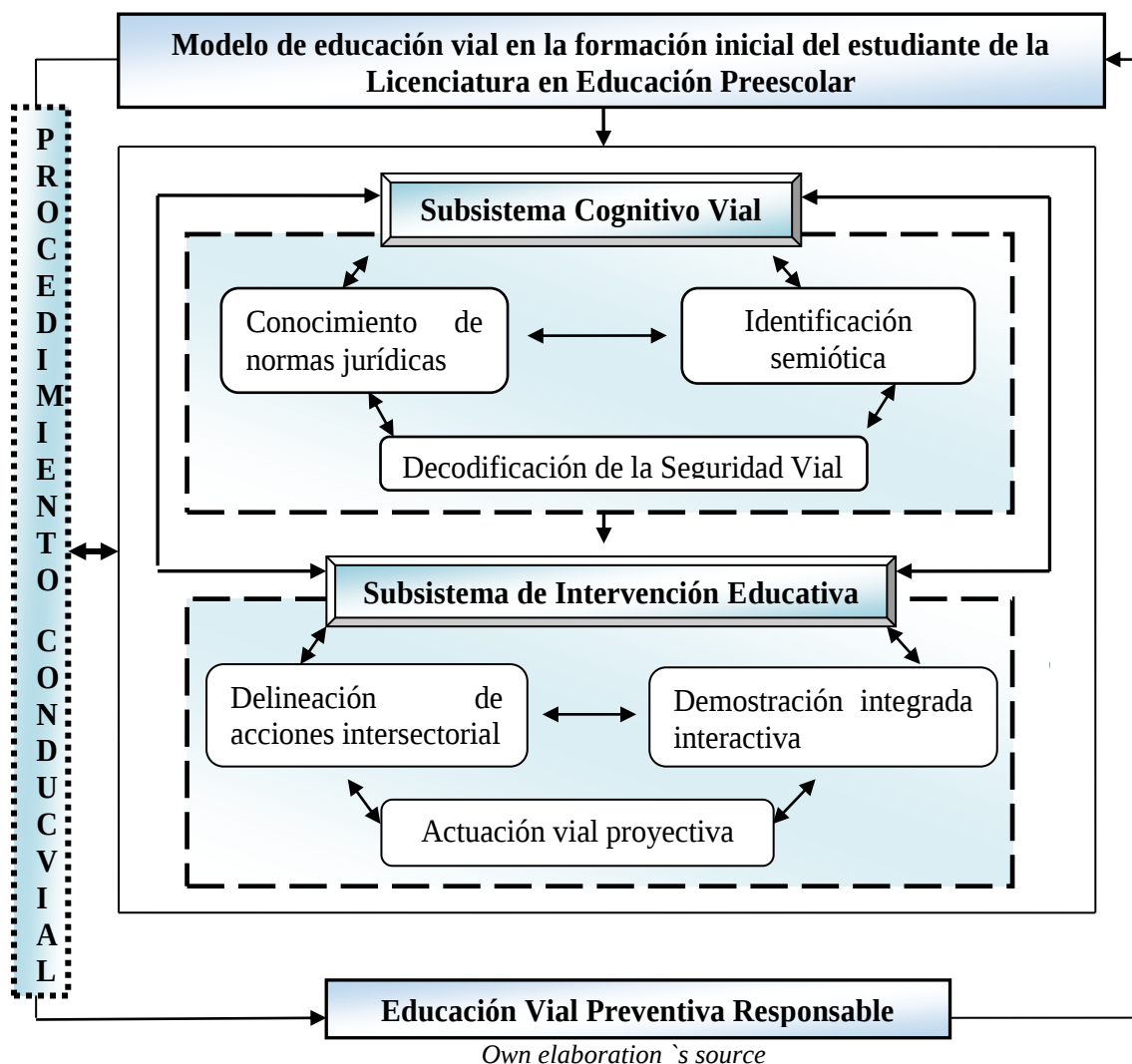
Development

The model as a result of pedagogical research has been approached by several authors, in this research we assume the definition of educational model given by Valle, who states: "as the representation of

those essential characteristics of the process for the formation of man, or of its parts, in a general social level" (2007, p.11).

When analyzing the aforementioned definition of the concept of model, common aspects are identified such as: it is a theoretical representation of the object under investigation, it allows the interpretation and explanation of reality, it establishes links and relationships that facilitate the transformation of reality.

Based on these aspects, the design of an educational model for the treatment of road safety education in the initial training process of the student of the Bachelor's Degree in Preschool Education was considered, for which the following graphic representation is proposed.

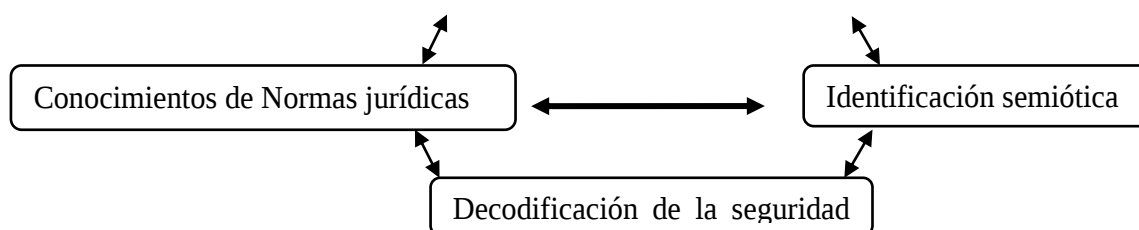


The model is structured in two subsystems, each one integrated by different components and internal relationships established between them. Firstly, a road cognitive subsystem, and secondly, the educational intervention subsystem, is admitted as an integrated system that allows an analysis of the

hierarchy of the system. This relationship generates the dialectic interaction between said subsystems and components, which establish links of subordination, interdependence and coordination from the exchange of cognitive information necessary for the feedback and recursiveness of the process as a whole and as a result. The interaction of the subsystems and components gives rise to a quality whose interaction provides the balance in the system, avoiding its disorganization and the flow of the guiding base energy.

From the input diagnosis, it is necessary to establish in this research a theoretical subsystem, which is concretized in the vital cognitive being this a fundamental category in this model.

Figure 1 Relationships of the components of the road cognitive subsystem



Source: Own elaboration

This subsystem comprises the cognitive and the road in an indispensable dialectical unit, hence in this research the cognitive road is defined as: the system of knowledge about the theories linked to the process of road education that contributes to the development of habits, skills, values, attitudes and responsible behaviors on the road.

This subsystem contains the initial information and the guiding basis of the modeled process, it achieves its balance in the desired interaction in the relationship with its components called: knowledge of legal norms, semiotic identification and decoding of road safety, all in function of the transformation in the mode of action of the students of the Bachelor's Degree in Preschool Education to a road education.

The first component of this subsystem knowledge of legal norms from this perspective, in this thesis is understood as: a formative process through which teachers link their instructive-educational function in students, which favors the permanent development of skills, habits, values and attitudes that improve behavior on public roads, whether as pedestrian, driver or passenger, with the ultimate goal of achieving a responsible road behavior to reduce the accident rate.

The knowledge of the legal norms is of great importance for teachers and students, since it constitutes an important step for professionals whose purpose is the constant improvement of their work, it allows to better understand the attitudes, criteria, reactions, among other aspects that students assume and

adopt in their professional training process, the way they interpret what they hear, the way they respond, dialogue, the characteristics of the messages they emit, the sensitivity manifested in the face of criticism or pointing out, give range and complexity to this process.

The semiotic identification component is defined as the practical tools on road education, which serve to add more information, through signs, signals and symbols that are placed along the streets, roads or transportation routes and that imply certain information such as warnings, prohibitions or cautions.

There is a great variety of symbols and signs that are used in this type of education and most of them are made with bright colors such as red, yellow, blue, all with the purpose of developing teachers and students; in their condition of driver, passenger or pedestrian; the aptitudes, skills, habits and the necessary interest to have more knowledge, mental balance; act in an intelligent and reasonable way; understand and respect the laws, regulations and rules in force of traffic and land transportation and thus contribute to prevent and avoid road accidents.

The teacher may deal with all the signs with greater reference to the pedestrian sphere and those that should be worked on in Early Childhood, the important thing is that students not only know the symbol and its meaning, but also that they are able to understand the meaning, the benefits and then manifest a positive attitude and appreciation that allows them to respect and always comply with them.

Regardless of the specifics of each sphere of action or context where the student is trained or performs, the integration of both components is required from their diversity, so that as a result of the relationships established between the knowledge of legal norms and semiotic identification, a new component is obtained: decoding of road safety.

This component decoding road safety as a synthesizing category establishes a relationship of interdependence, transference and subordination with the road cognitive subsystem in its hierarchical position, and also establishes the same relationships with the components knowledge of legal norms and semiotic identification, which constitute the basis for the methodological treatment of road safety education.

In this research, decoding of road safety is defined as: the process that allows the systemic and gradual totalization of the different knowledge of the functioning of traffic circulation, through the use of knowledge (laws, regulations and provisions) and rules of conduct from a theoretical, intentional perspective, linked to the methodological procedures that the student should appropriate to prevent traffic accidents in the different contexts of professional performance.

For this, the teacher must know and teach the students the factors that influence traffic and how they do it. Only in this way will they know the best way to act on each of them, in order to reduce the risk of

accidents and the consequences resulting from them.

The human factor: whether driver, pedestrian or passenger, where accidents are caused mainly by alcohol, fatigue, noise, lack of attention, failure to properly signal maneuvers.

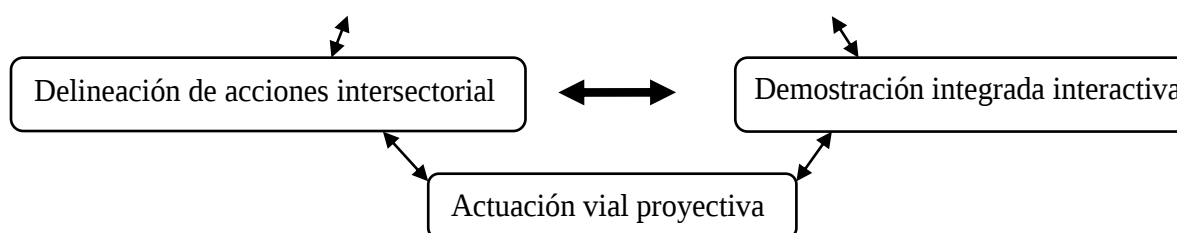
Vehicle factor: it is one of the main means to participate and generate traffic, without forgetting that pedestrians are also an active part of it, they are caused by the poor condition of lights, brakes, tires.

Environment factor: it is the scenario where the circulatory phenomenon takes place; they are produced by the consequence of the bad state of the weather, traffic signs, road, route or street.

Indeed, it is the human being who, by making use of the other factors, has the power to make use of them for the benefit of road users on road education.

The road cognitive subsystem is insufficient by itself, for what it is desired to model, therefore, it is necessary to establish a relationship of hierarchy, subordination, interaction and transference with the educational intervention subsystem in the consolidation towards a better treatment of road education favoring a generalizing vision with new moments of intervention in the general reaffirmation of the object and the field of action. The road cognitive subsystem reveals dialectical relations of coordination, subordination and interdependence established with the educational intervention subsystem, since the results of the treatment to the components of the previous subsystem lead to its practical instrumentation in the subsequent components, using the methodological resources favoring the achievement of the resulting quality.

Components of the Educational Intervention Subsystem



Source: Own elaboration

The educational intervention subsystem shapes the concretion of the result of the road cognitive process and leads to the achievement of the analysis of the content of road education in its contextualization in order to achieve the transformation towards responsible preventive road training in the students of the Bachelor's Degree in Preschool Education. This subsystem is considered relevant in the model. It takes into account the teaching-learning process of road education, where the teacher must guide the logic of the execution of the theoretical-practical procedures, and thus the students in training use the didactic resources during learning with a responsible attitude in the pedagogical context.

Therefore, the educational intervention is defined in this thesis as: a collaborative and intersectorial

process of construction of significant knowledge for the student in initial training, from the identification and coordination of integrated actions that correspond to each agent and educational agency, referred to road education, which favors a projective road performance.

This implies the relationship of interdependence between the components of the intersectoral action delineation subsystem, interactive intentional demonstration, projective road performance as a synthesis of the relations of coordination and subordination of the educational intervention subsystem.

Therefore, the intersectoral action delineation component is assumed as a system approach that requires the participation and close collaboration of many sectors: transportation, police, health, education, construction and society in general, based on an essential work of sensitization and awareness of the role of each agent and educational agency involved in road safety education.

Road safety education requires the participation of all educational agents and agencies; all of them must contribute from their respective roles to seek adequate solutions with the global objective of reducing the risk of injuries and deaths caused by traffic, for a much safer mobility and a more responsible society.

However, the family and the university are two primary agents directly involved in instilling values, attitudes, habits and knowledge in the prevention of accidents. On the one hand, family behavior is the best role model for children, and on the other hand, the university is a great educational agent that favors the transmission of this teaching at different educational levels and in different learning environments. That is why families have to collaborate with teachers, with the objective of achieving in the university community, attitudes, values, behavior and habits of appropriate behaviors on the road.

Therefore, the component delineation of intersectoral actions, establishes a dialectical relationship of interdependence with the interactive integrated demonstration component, for the primary to occur the secondary must have passed and vice versa, the delineation of intersectoral actions allows a new direction of educational intervention, in this way a greater preparation is achieved in students are more prepared, this specifies that the student should appropriate and execute the theoretical-practical procedures using the system of intersectoral actions.

On the other hand, the interactive integrated demonstration component establishes a relationship of interdependence, subordination and transference. This interactive integrated demonstration is manifested as a balanced ability between the mastery by the teachers of theoretical and practical procedures for the orientation of the treatment to road safety education.

Thus, the interactive integrated demonstration component is assumed as: the execution of the theoretical-practical procedures of treatment to road education, in a way that requires the use of the

system of intersectorial actions, this is conceived in a process of perception of rules, where it articulates the cognitive and affective, individually and cooperatively with the teacher, it is performed, so that the student can reorient and correct the system of actions and project the dialogue that lead to the understanding, interpretation and valuation of the same.

Consequently, the teacher should promote a constant interaction with the students, for which he can use as variants the observation of videos, or elaborate and present them with problematic situations that occur in daily life about traffic accidents and reflect on the causes that caused them and their consequences, making clear what are the legal norms established in each imprudence committed. Remember that they learn more by observing, perceiving, analyzing, contrasting, experimenting, drawing conclusions, and trying to find solutions to concrete problems of their immediate reality.

It is suggested to the teacher to use the organizational components of the training process, since these constitute mediators of the influence of teachers on students with concrete actions that respond to the fulfillment of the objectives of the professional's model. According to Horruitiner (2016), these are classified according to the type of activity developed by the student in the: academic, labor-research and extensionist.

The unification between the organizational components of the process is concretized in the road training, which should result from the fulfillment of the objectives of the proposed model, achieving the integration of knowledge and experiences developed in the different subjects studied in the Preschool Education career makes it possible to work on socially relevant topics or situations in a transversal manner in more than one subject. This way of working allows the integration of knowledge that responds to the challenges demanded by a society in constant change.

The relationships between the components of intersectoral action delineation, integrated interactive demonstration, reveal in their relationship of transference and subordination a new component of projective road performance during the initial training process of the student of the Preschool Education career, which contributes to new cognitive domains to be able to act in society, strengthen a sociocultural vision and show a road education, all concretized in the principle of the unity of the instructive, educational and developmental in the process of the education of the personality.

From this research, projective road performance has been considered as: the set of capacities, qualities or aptitudes of students in training in the different contexts of professional performance where it interacts with new knowledge, from the decoding of the pictorial work, an aspect that favors students the elaboration of new concepts and ideas and can develop the argumentation of the internal and external relations of road education.

The projective road performance is reflected in the assumption of new knowledge as an important part of its performance, which implies understanding that road education is a means, an end and a necessity in the face of social challenges. This component is assumed to transform modes of action: it is about showing habits, skills and responsible behavior when driving on public roads, whether as a pedestrian, driver or passenger, in which a process of assessment takes place in the group exchange, in which the diagnosis and the relationship between cognitive and affective aspects are taken into account. This makes it possible for students to modify their behavior and acquire a broader way of analysis.

The interaction of the components implies the orientation of a prospective learning: to assume a projective road performance as a resulting quality, which promotes the superior quality to which the educational model aspires: the responsible preventive road education of the Pre-school Education student and this is assumed as a process through which students appropriate contents and legal instruments that condition their individual, professional and social performance in the fulfillment of their functions to rig and transform road problems through a regulated system that enjoys the exclusive support of the State, in order to deploy favorable behaviors and intervene in the decrease of traffic accidents that are currently faced.

The relationships established in the model of driver education in the initial training of the student of the Bachelor's Degree in Preschool Education are energized by the conducival procedure, which satisfies the fulfillment of driver education.

Modeling of the conducival procedure

The theoretical-methodological foundations and the confirmations carried out revealed the need to systematize the independent work method. For this purpose, a procedure is proposed, the use of which is pertinent for the treatment of road education, which manifests the relationship between man and nature and society. There are different didactic procedures that constitute substantial bases of the general system of methods used by teachers and students when teaching and learning as part of the teaching-learning process. These procedures are closely related to the method, that is to say, they constitute its link. While the method is directly related to the objective, the procedure is directly related to the conditions in which the process is developed. From this point of view, the proposed procedure systematizes the independent work method and enriches the socio-cultural cognitive approach.

The procedure is called conducival and is constituted by concrete actions to be carried out by the teacher and the student according to the treatment of road safety education. It is implemented in the context of the teaching-learning process of preschool education students, in which the unity between instruction, education and development is taken into account.

The procedure in question presupposes connoting the road safety education evoked by the legal norms with the appropriation of signs reflected in them and the decoding of road safety, which allow the development of feelings, convictions, attitudes and safe behaviors on public roads, whether as pedestrian, passenger or driver. It also ensures the construction of meaningful and flexible learning.

It is structured by the features: "conduc"- "vial". "Conduc": etymological phenomenon, (which refers to the origin), recurrent that points to the semiotic transfer of the process of driving, conduction and personal conduct; "vial": word that transfers (polysemy), several meanings that promotes common access to drivers, pedestrians and passengers; with the use of signaling.

The integration of the features, "conduc" and "vial", originate a procedure named conducvial: Ramirez, (2023) supposes: "the treatment of road education as an expression of semiotic transference, meaningful and intentional when conducting the process of training and driving, expressing a responsible behavior in the common access to driver, pedestrian or passenger".

It is the concretion of actions and operations to be carried out by the teacher and the student, which lead to the treatment of road education and transmits an educational message, which is conducive to the exchange and transfer of deeper knowledge, put into practice to solve new situations. In the measure that is instructed with the use of this procedure the words and ideas become noticeable, which transfer their meaning from a context with the concreteness of the relationship man-nature-society.

The conducvial procedure in its internal structure is organized by ordered actions, oriented to the treatment of road education. These actions depend on the contextualized methodological orientation for the achievement of a projective road performance, which favors the efficient self-direction of the process in a cognitive, communicative and socio-cultural perspective, so that the procedure itself is integrative and flexible, allowing the strengthening of man's spirituality.

On the other hand, the procedure has a system character, inasmuch as the actions derived from it preserve the hierarchy structure and functional relationships in correspondence with the subsystems and components, the intrinsic nature between the actions of the teacher and the students; it is process and result of interdependence that includes its relationships with the context and social practice.

The actions to be developed by the teacher are:

- Define the objective according to the cognitive, communicative and sociocultural needs of the student of the Bachelor's Degree in Preschool Education.
- To specify the legal norms related to road safety education, as well as the purposes they pursue.
- To orient a level of interaction that guarantees the disposition and internalization for the treatment of road safety education.

- To introduce contents of road safety education, starting from general knowledge about the legal norms that govern it and the theoretical concepts.

Establish a relationship between assimilation levels, comprehension levels and the construction of enunciations for analysis.

Creating developmental learning activities.

The discovery of new content with help.

Encourage the frequent and varied use of the technologies available to students to search for information on data, news, articles, and books... related to road safety education.

- To formulate in a clear way the requirements stated in the objective and to take it into account in the content to be treated.

To achieve the integration of knowledge and experiences developed in the subjects of the study plan that make it possible to work on road safety education topics.

Evaluate the cognitive, methodological and participatory performance achieved during the classes.

Organize exchanges on road education with other sectors, e.g. (PNR, MINSAP).

Define criteria for the evaluation of the fulfillment of the objective of the analysis.

The actions to be developed by the students of the Preschool Education career are:

-Relate ideas for the construction of meanings.

To understand the communicative intention and determine the semiotic keys.

Identify potential sources of information.

Develop adequate search strategies on legal norms and traffic problems.

To adequately carry out extension and/or systematization activities on the knowledge of the contents approached.

Create learning situations.

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- Create learning situations.

An essential condition for the realization of a road safety education treatment is the active character with which learning and motivation are assumed, a transformation must be achieved with the realization of the activities. This implies the development of strategies to facilitate the process by answering the questions: what elements of road safety education should I reveal, what indications should I offer to conduct a road safety education treatment, what procedures should I activate, and in what conditions am I in to do so? On the other hand, the student has to give answers to questions such as: what do I have before me, how should I proceed to study it, what rules, questions or essential cognitive situations should I face, and finally, what basic conditions do I have to solve the activities?

The functional character of the procedure synthesizes its viability for the dynamics of the treatment of road safety education, since it allows the student to participate in the development of his own learning process, since the teacher defines the concrete conditions where the teaching-learning process of road safety education is developed, in such a way that it favors a transformation in the student's modes of action in the different spheres of action.

For the application of the proposed procedure, in relation to the already existing ones, the instrumentation in the methodological work system must be considered. This requires a coherent and systematic work in the career collective, the starting point for the design of the strategy presented and which will delimit the implementation actions in practice.

Conclusions

The educational model developed presents significant possibilities for addressing road safety education in the initial training of students in the Bachelor's Degree in Preschool Education. The systematization of the theoretical references showed the need for its implementation in this career. The initial diagnosis showed that there are insufficiencies related to the research topic.

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