

Traditional Games as a Pedagogical Strategy for Promoting Social Values in Primary School Students

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ABSTRACT

Traditional games are a fundamental part of cultural heritage, as they have been passed down from generation to generation, strengthening identity and a sense of community. The objective of this study was to propose traditional games as a pedagogical strategy for fostering social values in 5th-grade students in section B of the "José Félix Ribas" Elementary School in Calabozo, Guárico State. The study methodology was framed within the positivist paradigm, with a quantitative approach and a feasible project modality. The sample for this research consisted of ten (10) students and one (1) teacher from the institution under study. Data was collected using a survey technique, applying questionnaires to the selected sample. The findings indicate that the surveyed teacher does not regularly use a variety of traditional games as a continuous tool to instill and reinforce coexistence, respect, and cooperation within the classroom. Regarding knowledge of social values, it is evident that, although there are pedagogical intentions aimed at integration, current practices fail to transform these principles into dynamic, participatory, and truly engaging experiences for the children. Therefore, it is concluded that the strategies currently used have not had the expected impact on students, who demonstrate weaknesses in the development of their interpersonal relationships and behaviors associated with social values. In this regard, the revival and application of traditional games was proposed as an effective pedagogical bridge, so that teachers can adopt these playful tools and significantly consolidate social values within the student group.

Descriptors: Traditional games, Pedagogical strategy, Social values, Primary education.

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