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RESUMEN

La presente investigación analiza cómo el desarrollo de valores fundamentales influye en el comportamiento y el desempeño lingüístico de niños de tercer grado de educación primaria. El estudio se llevó a cabo en la Unidad Educativa Presidente Velasco Ibarra, utilizando un enfoque cuantitativo, descriptivo y correlacional, con la participación de docentes de inglés.

Los resultados revelan que los valores como el respeto, la empatía y la responsabilidad tienen un impacto positivo en la conducta escolar y en la habilidad de los estudiantes para expresarse en inglés. A través de encuestas, se evidenció una fuerte disposición de los docentes a aplicar estrategias innovadoras y lúdicas con enfoque ético, pero también una necesidad de contar con materiales específicos.

Como propuesta, se diseñó un cuadernillo titulado “*Learn & Be: Un viaje de valores y palabras*”, que integra la enseñanza del inglés con la formación en valores, mediante actividades prácticas como cuentos, dramatizaciones y juegos. Esta herramienta busca fortalecer la educación integral desde el aula, uniendo el desarrollo lingüístico con la formación ética desde edades tempranas.

PALABRAS CLAVE: Estrategias pedagógicas, Folleto didáctico, Innovación educativa, Valores, Conducta, Educación primaria, Docentes.

ABSTRACT

This research was born from a real and everyday concern in the classroom: why do many children, despite receiving academic instruction, struggle to coexist, show respect, and express themselves effectively?

The study was carried out with third-grade students at the Presidente Velasco Ibarra Educational Unit, focusing on how core values—such as respect, empathy, and responsibility—affect students' behavior and their ability to communicate, especially in English class.

Through surveys with teachers, a key finding emerged: educators recognize the importance of teaching values, are motivated to innovate, and need practical tools to achieve this integration.

Based on these insights, a concrete proposal was created: “*Learn & Be: A Journey of Values and Words*”, a didactic booklet that integrates English learning with ethical formation through stories, games, and reflective activities that invite children to think, feel, and communicate with awareness.

This work aims to show that teaching values is not separate from the curriculum, but rather a powerful path toward better coexistence, stronger learning, and the development of thoughtful and respectful individuals from an early age.

KEY WORDS: Pedagogical strategies, Didactic booklet, educational innovation, Values, Behavior, Primary.

3. INTRODUCTION

3. Introduction:

In today's complex and rapidly evolving society, educational systems face the dual challenge of developing children's academic competencies while nurturing their ethical and emotional growth. The promotion of core values such as respect, empathy, and responsibility is essential in shaping well-rounded individuals. In early childhood, particularly in third grade, children begin to develop moral reasoning, social behavior, and language skills, making this stage a critical window for values-based education.

However, instilling values in young students presents numerous challenges. According to Valverde and Medina (2020), children often struggle to apply abstract values to real-life situations, which hinders their understanding and internalization of these principles. Furthermore, the influence of peer groups and media can conflict with the values promoted in school settings. Teachers also face practical barriers, including limited time, insufficient training, and a lack of culturally responsive materials to effectively implement values education.

Cultural diversity in classrooms adds another layer of complexity, as students may interpret or prioritize values differently depending on their backgrounds (Zubiria, 2022). Moreover, assessing the internalization of values and their behavioral outcomes is inherently difficult, since values are deeply personal and not easily measured. Despite these obstacles, the collaborative efforts of educators, parents, and administrators can foster an environment conducive to moral and social development.

This research explores the role of values-based education in shaping the behavior and language performance of third-grade primary school students. Specifically, it aims to investigate how structured value instruction impacts students' interpersonal conduct and verbal communication within the classroom. The study also seeks to identify effective strategies for integrating ethical principles into early educational curricula.

Values education is defined as the deliberate effort to teach students guiding principles and ethical standards that inform their choices and interactions. At this age, children

are entering a stage of moral development where they begin to differentiate right from wrong and form stable aspects of their identity (Hernandez, 2020). Therefore, reinforcing positive values can influence their behavior, emotional regulation, and engagement with learning.

Third grade is particularly significant as students start to establish behavioral patterns and social roles that can persist throughout their academic lives. Investigating the connection between core values and performance provides insight into how moral education can enhance both academic and personal outcomes. Additionally, the relative lack of research focused specifically on third-grade students highlights a gap in the literature that this study aims to address (Caicedo & Perlaz, 2022).

In sum, this study is grounded in the belief that holistic education—one that encompasses both cognitive development and ethical formation—can empower students to succeed not only academically, but also socially and emotionally. By examining the effects of values-based instruction on third-grade students, this research contributes to a deeper understanding of how education can nurture responsible and well-adjusted individuals.

3.1 Objectives

3.2 General Objective

The main objective of this research is to apply strategies in the specific training of children with the purpose of reinforcing fundamental values such as respect, honesty, responsibility, etc. The focus is on improving the behavior of third-grade primary school children at the Presidente Velasco Ibarra Educational Unit in the city of Ibarra, Ecuador, through a comprehensive analysis and the application of value-based interventions. This study seeks to evaluate the impact on the behavior and general development of students. To implement value-based educational strategies aimed at reinforcing core values—such as respect, honesty, and responsibility—in order to improve the behavior and language performance of third-grade students at the Presidente Velasco Ibarra Educational Unit in Ibarra, Ecuador.

3.3 Specific Objectives

- To analyze the factors that influence students' behavior in the classroom by conducting teacher surveys to gather information about their perceptions and experiences. This will allow us to evaluate how these factors affect the teaching-learning process and, based on this, develop innovative methodological proposals that integrate values education as a fundamental strategy for improving children's learning.
- To strengthen the analysis of the main factors that influence the classroom behavior of third-grade students at the Presidente Velasco Ibarra Educational Unit and, based on the results obtained from surveys administered to teachers, to reinforce these findings through feedback processes and additional training, with the aim of promoting improvements in both student behavior and the development of students' language skills.

3.4 Variables

This research includes two variables, they were are:

Independent Variable

Pedagogical strategies based on values education

The independent variable in this study refers to the various pedagogical strategies and teaching approaches that are intentionally designed to promote core values such as respect, honesty, and responsibility. These strategies are implemented by teachers with the aim of improving student behavior and supporting moral development.

Independent Variable:

Pedagogical strategies

The independent variable in this study is see the different pedagogical strategies and approaches that improve student behavior through teachers.

Dependent Variable

Classroom behavior of third grade students

The dependent variable is the observable classroom behavior of third-grade students, which is expected to change in response to the application of values-based pedagogical strategies. This variable includes students, interactions, discipline, cooperation, and overall conduct during classroom activities. The study seeks to assess how specific teaching approaches influence behavioral outcomes and identify how behavior may reflect internalization (or lack) of core values.

3.5 . Research Questions

The questions that will guide this research are:

1. How does the development of core values influence children's classroom behavior?
2. In what ways does classroom behavior impact students' language achievement?
3. Is there a significant relationship between the development of core values and language performance?
4. How do these three aspects interact in the educational context of third grade elementary school children?

4.STATE OF THE ART

In the field of mental health, the absence of firm principles is linked to low self-esteem, anxiety and depression in children. Furthermore, a lack of ethical values can affect work ethics during adulthood, the absence of essential values negatively affects the behavior, interactions, school performance and mental health of children, thus highlighting the relevance of instilling positive values from an early age.

Addressing a Research Gap: Although the relevance of values education is widely recognized, there may be little research focused specifically on its implementation in third grade students. This research project fills this gap by providing new knowledge and understanding of how values education can be effectively applied in this phase, providing useful knowledge for future pedagogical practices.

Integral Education: Education not only pursues the acquisition of academic knowledge, but also pursues the integral growth of individuals. Instruction in values helps to form ethical, responsible and empathetic citizens, equipping them for coexistence in society.

Promotion of Positive Behavior: Values function as guidelines for human behavior. By promoting values such as respect, responsibility, honesty and tolerance from childhood, the adoption of positive and socially accepted behaviors is encouraged.

Prevention of Behavioral Problems: Teaching values can help avoid behavioral and discipline problems in schools. Children who assimilate positive values are more likely to make conscious decisions and prevent harmful behaviors.

Improved School Climate: Promoting values generates a more positive and trusting school environment. Values help establish healthy interpersonal ties, reduce bullying and promote empathy among students.

Social Skills Development: Values maintain a close relationship with social competencies. Children who foster values such as teamwork, effective communication and respect for others acquire important interpersonal skills.

Long-Term Impact: The values assimilated during childhood tend to be maintained until adulthood. Instruction in values in primary education establishes the foundations for the construction of responsible and ethical people in the community.

Relationship to Academic Performance: A positive educational environment and deep values are related to superior academic performance. Children who perceive themselves appreciated and understand the relevance of discipline tend to maintain greater focus on their studies.

Contribution to Society: It is essential to educate ethical and responsible citizens to build a more equitable and improved society. The principles instilled in primary education can have a beneficial effect on the entire community.

Fulfillment of Educational Objectives: Many education systems incorporate the promotion of values in their educational goals. Instruction in values is in line with the educational mission of promoting the comprehensive growth of students.

Adapting to a Changing World: In a world of constant change and globalization, it is essential to instill values such as respect for cultural diversity and responsibility for the environment to equip children for present and future challenges.

The application of values to improve behavior and performance in elementary school children is crucial for their integral development, fostering healthy relationships and contributing to an ethical and harmonious society. It justifies the importance of values-based education and its lasting impact on children's lives and on society as a whole. (Nokali, 2020, p.34)

The implementation of values in primary school children is essential for their comprehensive growth, as it not only enhances their behavior and school performance, but also strengthens their ability to build healthy relationships, make conscious decisions and coexist peacefully with others. Instilling values from childhood helps to develop people with firm foundations, which has a positive effect both in the educational environment and in building a more ethical and respectful society.

The implementation of values to enhance behavior and performance in third grade children is based on various theoretical visions. The following theories provide a complete foundation for understanding and analyzing the connection between values education, behavior, and school performance in this particular age group.

Social Learning Theory:

Albert Bandura Social Learning Theory posits that children learn by observing and imitating the behavior of others, particularly role models in their environment. This theory suggests that values education can positively influence behavior and performance by providing 3rd grade students with positive role models, creating opportunities for observational learning, and reinforcing desired values through modeling, praise, and rewards.

For example: Children learn significantly by observing others in the school environment. Here are specific and detailed examples of how this learning process can take place:

Conflict Resolution: Observation: A child observes how their teachers handle conflicts in the classroom, using peaceful resolution techniques such as effective communication and seeking joint solutions.

Learning: The child internalizes these strategies and, when faced with a conflict with a peer, attempts to use similar methods to reach a resolution without resorting to aggression.

Empathy and Collaboration: Observation: During group activities, children observe peers who show empathy by helping others struggling or encouraging those facing difficulties.

Learning: Children learn the importance of empathy and collaboration by witnessing how these behaviors contribute to the group's success. They try to replicate these gestures in similar situations.

Behavioral Norms:

Observation: Children observe how their teachers establish and reinforce behavioral norms, such as listening during lessons, respecting speaking turns, and treating others with courtesy, observing these behavioral norms in different contexts helps individuals navigate social interactions successfully and fosters a sense of belonging within a community.

Learning: Children internalize these norms and apply them in their daily interactions, recognizing that following them contributes to a harmonious school environment, These norms help create a conducive learning environment and promote positive interactions among students, teachers, and other stakeholders.

Ethical Values:

Observation: Children observe adults and peers demonstrating ethical values, such as honesty, responsibility, and integrity, in everyday actions.

Learning: Witnessing the positive consequences of these values, children adopt ethical behaviors in their own actions, such as admitting mistakes and taking responsibility.

Academic Skills:

Observation: During lessons, children observe peers using effective study strategies, actively participating in class, and seeking help when needed.

Learning: Children mimic these practices, developing strong academic skills as they realize that these behaviors contribute to better performance.

These examples illustrate how observing role models in the school environment can profoundly influence children's learning and development, shaping their behavior, attitudes, and skills in various areas. (Calicchio,2023,pp 46-65)

This phrase is relevant given that observation, imitation and the behavior of others, particularly those referring to imitation in their environment, is fundamental in the growth of children. Through this procedure, children acquire rules, principles and ways of behaving that they later incorporate into their own behavior. Parents, teachers and close personalities have a significant impact on their education, since children tend to replicate what they perceive rather than what they are taught. For this reason, it is crucial that adults behave consistently and model positive behaviors, as their impact shapes the way children interact with the world and form their identity.

4.1 Positive Psychology:

Positive Psychology, pioneered by Seligman (2021), focuses on:

Nurturing strengths, positive emotions, and well-being. This framework highlights the significance of values education in promoting character strengths, resilience, and positive attitudes among 3rd grade students. By identifying and cultivating their unique strengths through values education, students can enhance their behavior and academic performance, fostering a positive mindset and overall well-being. (p.32)

This phrase is relevant as value-based education is essential to foster character strengths, resilience, and optimistic attitudes among students. By instilling values such as respect, responsibility, empathy and sincerity, children are provided with a firm foundation to face life's challenges with an optimistic attitude and the ability to adapt. These principles strengthen their personality, help them overcome obstacles (resilience) and establish healthy bonds, which enhances both their personal well-being and their school performance. In general, values-based education helps to

create students who are more confident, dedicated and ready to coexist in an equitable and supportive society.

Children use theories such as social learning, moral growth, self-determination, positive psychology, and ecological systems. These theories provide a comprehensive understanding of how values-based education can influence the behavior, moral thinking, motivation, and overall well-being of third graders, providing guidance for effective implementation of strategies in the classroom and beyond.

Self-determination theory (SDT) is an important psychological theory that focuses on understanding human motivation and the elements that motivate people to adopt certain behaviors. Fundamentally, SDT emphasizes the relevance of intrinsic motivation and the satisfaction of fundamental psychological needs as essential elements to promote optimal performance, well-being and personal development.

Cognitive Development Theory, proposed by Swiss psychologist Ramirez (2021), is a foundational theory in the field of developmental psychology. “It focuses on understanding how children develop their cognitive abilities, including thinking, reasoning, problem-solving, and understanding the world around them. Piaget's theory emphasizes that children actively construct their understanding of reality through interactions with their environment”(p.54).

This phrase is relevant given that understanding how children develop their cognitive skills—such as thinking, reasoning, problem solving, and understanding the environment around them—is crucial to supporting their overall learning and growth. This understanding enables teachers and families to adjust educational tactics to each child's growth phases, promoting more relevant and effective learning. In addition, it promotes independence, inquisitiveness and the ability to make decisions, essential skills to face the challenges of the current context. By understanding these processes, the formation of children who are more reflective, critical and capable of actively building their own knowledge is encouraged.

Character Education Theory:

The theory of character education highlights the relevance of instilling and promoting moral and ethical values during the teaching process.

Principles such as responsibility, honesty and respect are considered essential for the development of good character and positive behavior.

The systematic implementation of values in the classroom can favor the optimization of student behavior and performance.

Self-Determination Theory

As indicated by Deci y Ryan (2019):

SDT posits that meeting basic needs for autonomy, competence, and relatedness is crucial for intrinsic motivation and engagement. The application of values can satisfy the need for competence by providing children with opportunities to practice ethical behaviors and demonstrate responsibility. Internalized values can contribute to autonomy and self-regulation of behavior. (p.54)

This quote is relevant since it covers the fundamental needs of autonomy, competence and relatedness that are essential for the motivation and commitment of children's student growth. When children perceive themselves as independent, competent and linked to others, they cultivate a true interest in acquiring knowledge and actively participating in their educational process. This internal motivation promotes more intense and lasting learning, increases self-confidence and strengthens emotional health. Therefore, creating educational environments that honor and promote these needs promotes the comprehensive growth and academic success of students.

Social-Emotional Learning (SEL) Theory:

Yang (2022) points out that:

Social-Emotional Learning (SEL) is a theory and framework that focuses on the development of essential skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is designed to promote the holistic development of individuals, emphasizing not only academic success but also the cultivation of social and emotional competencies. (p.65)

It is important to mention this quote since it is crucial to encourage the development of skills to understand and manage emotions, since it makes it easier for children to identify, express and regulate their feelings in a healthy way. These emotional capacities promote conflict resolution, strengthen interpersonal relationships and enhance the ability to face adverse circumstances with serenity and resilience. Furthermore, adequate emotional management is related to better school performance and general well-being, given that students can focus more effectively and face challenges with more security and stability.

Teaching values can assist children in understanding and managing their emotions, fostering positive bonds, and making ethical decisions.

Elements such as empathy and collaboration are essential for strengthening social and emotional capabilities.

Cognitive Development Theory (Jean Piaget):

According to Piaget (1984), “3rd graders are in the concrete operations stage, which implies the ability to think logically about concrete situations. The application of values can take advantage of this stage to foster the understanding and internalization of ethical and moral principles” (p.21).

It is important to mention what this author says since it is particularly relevant to apply values during childhood, since this period is crucial for children to understand and internalize ethical and moral principles. During this stage, children are at a cognitive and emotional peak, which allows the acquired values to be deeply incorporated into their way of thinking and behaving.

Ecological Systems Theory

Ecological Systems Theory, developed by Bronfenbrenner (2021) indicates that:

Is a psychological theory that provides a framework for understanding the complex interactions between individuals and their environments. This theory emphasizes the importance of multiple systems and levels of influence on human development. Bronfenbrenner's model is often represented as a series of nested systems, each with its own characteristics and dynamics. (p.2)

It is important for this research to point out the relevance of children understanding and evolving about the complex interactions between people and their environments lies in the fact that these experiences shape their social, emotional and cognitive growth. By understanding the influence and impact of their family, school, community, and culture, children can improve their adjustment, acquire effective social skills, and build a strong identity. Identifying these interactions also makes it easier for them to face challenges, make informed choices and have an active participation in their environment, which is crucial for their comprehensive development and to become responsible and conscious citizens.

4.2 Positive Psychology Theory:

Positive psychology aims to promote virtues and strengths in order to increase quality of life and well-being.

Instruction in values can help strengthen personal strengths such as gratitude, resilience and self-control, which can in turn affect children's behavior and performance.

In summary, this theoretical framework offers a firm basis for understanding how the implementation of values can impact the behavior and performance of third grade children. They incorporate theories that highlight the relevance of values in integral growth, inherent motivation, character building, and social and emotional capabilities.

Development of Values in Childhood:

Erikson's (2020) Psychosocial Approach:

This approach describes different stages of psychosocial development, highlighting the "Initiative vs. Guilt" stage that relates to the acquisition of values, Also related to other theories such as:

Schwartz's Value Systems Theory: This theoretical framework classifies human values into different dimensions, providing a more detailed perspective on value formation.

Examples of moral development theories: Explore how Carol Gilligan's theory focuses on the ethics of care and how girls and boys may develop distinct values based on their experiences and relationships.

Examples of social values: Examine how Peter Blau's social exchange theory can be applied to the development of social values, emphasizing the importance of positive interactions for the formation of values in third-grade children.(p.32)

It is important to note this quote since the "Initiative vs. Guilt" phase is crucial for the intellectual and psychosocial growth of children, since in this period they begin to actively investigate their environment and make decisions autonomously. When they are supported in their projects, they gain confidence, independence, and a sense of purpose that promotes their learning and emotional development. On the other hand, if they are criticized or limited excessively, they may feel guilty, which damages their self-esteem and decreases their motivation to continue exploring and acquiring knowledge. Therefore, providing an environment that promotes initiative is essential for healthy overall growth.

Behavioral Development in Third Grade Children:

Bowlby (2019) attachment theory points out that:

Explores how the quality of early relationships can influence emotional development and thus behavior.

Campos' emotional response theory: Considers how emotional responses and facial expressions contribute to behavioral development.

Examples of Bowlby's attachment theory: Consider how a child who develops a secure attachment in early stages of life tends to exhibit more positive behaviors and greater resilience in handling stressful situations in the school environment.
(p.24)

It is important to note this quote since early interactions are essential for children's intellectual growth, because through these first interactions with their parents, caregivers and other adults, children learn to identify and manage their emotions. A secure emotional bond promotes healthy

emotional growth, which in turn positively impacts their behavior and ability to focus, acquire knowledge, and solve problems. Thus, these initial relationships not only shape emotional well-being, but also establish the foundation for optimal intellectual and social performance throughout life.

Language Development in Infancy:

Krashen's (2023) language acquisition theory points out that:

Examines how children acquire language through exposure and understanding, considering the importance of a rich linguistic environment relating theories such as:

Rumelhart's information processing theory: Analyzes how children process and comprehend language, connecting cognition to language development.

Examples of Ausubel's knowledge structure theory: Explore how the use of teaching strategies focused on connecting new knowledge with prior experiences can strengthen the link between values, behavior, and language performance.

Examples of Deci and Ryan's motivation theory: Observe how recognition and rewards for linguistic achievements can increase children's intrinsic motivation toward language learning. (pp 40-41)

It is crucial in this research to analyze how children learn language through exposure and comprehension, since language constitutes the foundation for communication, reasoning and learning. A rich and motivating language environment – in which children listen, interact and get responses – promotes the expansion of their vocabulary, the improvement of their understanding and the strengthening of their cognitive abilities. This environment encourages not only the management of oral and written language, but also the ability to express thoughts, solve problems and establish social relationships, crucial elements for their integral growth.

External Factors Impacting Integral Development:

Noddings (2004) Theory of Love Pedagogy points out that::

Examines how caring relationships in education can contribute to children's integral development. Bronfenbrenner's ecological systems model: Delves into the environmental layers, from microsystems to macrosystems, that influence development.

Examples of Nel Noddings' pedagogy of care theory: Consider how educational practices that foster empathy and personalized attention can contribute to a school environment that promotes integral development.

Examples of Bronfenbrenner's ecological systems model: Analyze how interactions between home, school, and community affect the development of values, behavior, and language performance in third-grade children. (p.34)

It is important to mention this quote since emotional relationships in the educational field are essential for the integral growth of children, as they create a safe and trusting environment where they can express themselves freely and feel appreciated. These interactions enhance their emotional health, increase self-confidence and promote the learning process. Furthermore, affection and respect between teachers and students promote social growth, empathy and emotional management, essential elements for children to develop as balanced, confident individuals capable of facing both academic and personal challenges.

Intervention and Integral Development Strategies:

Gilligan's (2021) Pedagogy Approach points out that:

Considers how educational strategies focused on caring and empathy can influence the development of values and behaviors. Applies organizational change strategies to the implementation of educational programs to enhance integral development. Implement classroom activities that encourage collaboration, respect, and mutual care to promote the development of positive values and behaviors. Apply a step-by-step approach to implement educational programs that focus on integral development, involving key stakeholders from teachers to parents and students. (p.45)

In this holistic research, we undertook a detailed analysis of the holistic growth of third grade children. By identifying the critical context in which these young minds find themselves, we explore the linked elements of core values, behavior, and linguistic performance to gain detailed insight into their holistic development.

Our research begins with a study about the construction of values in this age group. Starting from the basics, we explore the complex process by which third graders assimilate values such as honesty, responsibility, empathy, and acceptance. The relevant role that family and educational contexts play in the formation of these essential principles is highlighted.

In the future, we will focus our attention on the behavioral traits displayed by third grade children, examining the dynamic interrelationship between social and emotional growth, studying how these elements affect behavior. The educational environment is presented as a key factor that impacts social skills, conflict resolution and self-expression. Real cases clarify the complex scenario of behavior of third grade children.

4.3 Pedagogical Strategies for Values Development

Educational strategies that effectively promote values in the classroom include:

- **Role Playing and Dramatization:** Simulations help students understand others' perspectives and make ethical decisions.
- **Collaborative Projects:** Group tasks foster respect, responsibility, and cooperation.
- **Reflective Dialogue:** Open discussions about moral dilemmas allow children to practice reasoning and emotional expression.
- **Literature and Storytelling:** Books offer examples of moral behavior and opportunities for critical discussion.
- **Positive Reinforcement:** Acknowledging and rewarding value-driven behavior encourages internalization.

Integrating Values and Language Learning

The principles and evolution of language strengthen each other. A student who acquired vocabulary linked to emotions and ethical behavior is better prepared to express emotions, intervene in conflicts and cooperate effectively. For example, instructing students in terms such as

“respect,” “honesty,” or “gratitude” expands their emotional vocabulary and improves their understanding of these values.

Practical classroom applications include:

- Reading and discussing fables or biographies of exemplary individuals.
- Writing reflective journals on moral dilemmas.
- Practicing polite expressions and assertive communication in role-play.

4.4 Contextualization of the Educational Problem

As of 2019, greater emphasis has been placed on comprehensive education, focusing not only on academic achievement, but also on the emotional, behavioral and social development of children (OECD, 2021). The COVID-19 pandemic especially highlighted the relevance of supporting students' mental health and interpersonal skills, sparking a resurgence of interest in values-based education and emotional intelligence.

Studies indicate that early primary education students benefit greatly from organized emotional and ethical guidance. According to UNESCO (2020), postpartum educational recovery strategies have increasingly incorporated social-emotional learning (SEL) and values education to address learning loss and behavioral problems. Third graders, who transition from early childhood to more organized educational environments, are especially susceptible to these interventions.

Recent findings also point to the growing relevance of incorporating social-emotional development into educational systems. Faced with increased reports of behavioral problems and learning inequalities due to widespread online learning, teachers have pointed out the importance of intensifying efforts to foster ethical thinking and emotional resilience in children. According to UNESCO (2023), recovery programs in Latin America and Europe currently include emotional and behavioral support in the contexts of school reopening.

4.5 The Importance of Core Values in Education

Contemporary educational scholarship emphasizes the importance of values in promoting equity, empathy, and ethical citizenship. Bermeosolo (2019) “points out that values-based instruction in primary classrooms positively impacted both academic performance and social integration” (p.12).

Similarly, Yang (2022) observed that “implementing SEL programs helped reduce school-based anxiety and improved student engagement” (p.9).

It is important to mention what this author mentioned since the implementation of Social and Emotional Learning (SEL) programs is crucial since it contributes to reducing school anxiety by instructing students to identify and manage their emotions effectively. This creates a safer and more serene environment, in which children feel supported and understood. Furthermore, SEL programs, by enhancing abilities such as self-awareness, self-regulation and empathy, enhance the active involvement of students in the classroom, encouraging their motivation, concentration and cooperation. In sum, these benefits promote a more favorable school environment and more favorable academic and personal growth.

Recent applications of classical theories have been revisited and contextualized within today’s educational landscape:

- **Social Learning Theory.** It is still crucial, but now it is used with digital instruments, in which students perceive behaviors in virtual classrooms and digital platforms.
- **Positive Psychology:** In the 2020s, gratitude, optimism and perseverance stand out, essential values implemented in postpartum recovery SEL programs.
- **Self-Determination Theory** continues to guide motivation-based learning frameworks. The 2021 study highlights the importance of autonomy-supportive education to enhance behavior and decrease dropout rates.
- **Social-Emotional Learning (SEL)** has evolved with frameworks like CASEL 2020, incorporating updated competencies (e.g., equity and cultural responsiveness).
- **Cognitive Development (Neo-Piagetian approaches)** stress individualized pacing and socio-cognitive strategies for teaching abstract moral reasoning in middle childhood.
- **Bronfenbrenner’s Ecological Systems Theory** is used to explore the layered influences of home, school, community, and media on children's value formation.
- **Ethics of Care (Gilligan)** has gained new relevance as educational environments place greater emphasis on relational ethics and empathetic communication, especially during crisis recovery.

4.6 Review of Recent Studies

A growing body of research supports the benefits of integrating values education into early school curricula:

- A 2021 research conducted by the Collaborative for Academic, Social, and Emotional Learning (CASEL) showed that SEL programs implemented over two years increased student performance by 11% and decreased classroom disruptions.
- UNESCO (2023) reported that primary educational institutions in Latin America that implemented structured values curricula recorded a 28% reduction in bullying and a 17% increase in education scores.
- The OECD's 2022 "Education at a Glance" report noted that third graders in nations with integrated SEL/values programs proved to be more efficient at joint problem-solving and conflict resolution.
- A randomized control investigation conducted in Spain in 2020 showed that students who engaged in values-focused everyday learning activities exhibited higher self-regulation and emotional mastery.
- In Chile, a 2023 Ministry of Education report highlighted the triumph of the "School Coexistence" program, evidencing quantifiable advances in empathy, collaboration, and linguistic performance of third-grade students.

4.7 Pedagogical Strategies for Values Development

- **Digital storytelling tools** for ethical reflection (e.g., Book Creator, Adobe Spark).
- **Interactive SEL modules** with gamified tasks (e.g., ClassDojo, Zearn).
- **Restorative practices:** Classroom circles and peer mediation to resolve conflict.
- **Student voice initiatives:** Student councils and forums where learners help design classroom norms.
- **Project-based learning (PBL):** Activities that integrate real-world ethical issues and collaborative learning.

Research shows that when students are given the opportunity to reflect on real-life moral dilemmas and work collaboratively on meaningful projects, they are more likely to internalize values and develop critical social-emotional skills. Teachers in Colombia and Canada reported an increase in classroom harmony and greater academic orientation when values-based education was linked to subject content.

4.8 Behavior Development in Third-Grade Children

The evolution of behavior in third grade is characterized by a mixture of cognitive development, emotional maturity and environmental elements. The latest discoveries in neuroscience indicate that the stage of middle childhood is essential for the development of executive functions such as impulse regulation, organization and control of emotions. Programs such as RULER and PATHS (Promoting Alternative Thinking Strategies) are widely used to assist children in developing their emotional literacy and behavioral self-control.

According to Yang et al. (2022), “children who engage in structured emotional education programs demonstrate fewer behavioral outbursts and higher levels of prosocial behavior. Classroom management strategies have shifted from punitive discipline to restorative and reflective practices, emphasizing communication, empathy, and responsibility” (p.9).

It is crucial for research to analyze that children participate in organized emotional education programs, since it allows them to manage their emotions more effectively, which reduces behavioral disorders and impulsivity. Additionally, these programs promote social competencies such as empathy, collaboration, and respect, resulting in higher degrees of prosocial behavior. Therefore, children not only enhance their self-control, but also establish more positive bonds with their peers, generating a more harmonious school environment and promoting their comprehensive social and emotional growth.

Language Development and Its Role in Behavior

Language is an essential channel through which values and feelings are manifested, understood and negotiated. Children who cultivate robust oral and written expression skills are better prepared to resolve conflicts, cooperate with peers, and express personal experiences and ethical reasoning. Since 2021, research has highlighted the importance of multilingual environments in promoting inclusive values and respectful discourse.

Digital resources such as Flipgrid, Seesaw and Jamboard are being used with the aim of promoting student expression and thinking. By recording their thoughts and engaging in discussions with their peers, children not only improve their language proficiency, but also their empathy and perspective-taking ability.

4.9 Integrating Values and Language Learning

Teachers are increasingly embedding values instruction into language arts curricula. Strategies include:

- **Reading and analyzing stories** with ethical dilemmas or moral themes.
- **Creative writing** assignments where students explore characters making ethical decisions.
- **Vocabulary expansion** with emotion and value-laden words.
- **Debates and discussions** centered on fairness, justice, and cooperation.

In topical literature like "Wonder" or "The Invisible Boy," third graders learn to discuss inclusion, empathy and courage. In Finland, the national core curriculum (2021 revision) requires ethical literacy to be part of all reading and writing activities in primary education.

4.10 Influence of External Factors

Family, peers, media, and community institutions are external factors that impact children's value systems. Bronfenbrenner's theory continues to be relevant, particularly in the face of research indicating that children's behavior reflects congruence or discrepancy between the messages they acquire from these environments.

After the pandemic, educational institutions have focused more on community involvement. Programs such as "Families that Educate" in Mexico or "Parents Associations" in the United Kingdom are designed to harmonize education in values both at home and in the school environment. These initiatives support co-teaching models, at-home activities, and academic events that foster mutual understanding and ethical guidance.

Interventions for Holistic Development

Several comprehensive frameworks have emerged between 2019 and 2024 to promote holistic student development:

- **Whole Child Approach:** Promoted by ASCD, this model integrates health, safety, engagement, support, and challenge into every educational practice.
- **Values-Based Education (VbE):** Implemented in over 30 countries, VbE promotes whole-school alignment of values, behavior, and pedagogy.
- **Mindfulness and SEL:** Programs like **Inner Explorer** and **MindUP** enhance student focus, empathy, and stress regulation.

These actions are often based on an institution-wide approach and involve teacher training, regular community activities, and curriculum modifications. Research indicates that educational institutions that apply holistic models report reduced absences, higher academic performance, and a more inclusive school environment.

The confluence of values, behavior and language evolution in primary education has captured global interest. The transition towards a comprehensive education for children, driven by global changes, has corroborated the relevance of emotional and ethical development as essential for success in the academic field.

Research shows that when students are given the opportunity to reflect on real-life moral dilemmas and work collaboratively on meaningful projects, they are more likely to internalize values and develop critical social-emotional skills. Teachers in Colombia and Canada reported an increase in

classroom harmony and greater academic orientation when values-based education was linked to subject content.

This work of art demonstrates the imperative need for educational systems to adjust to contemporary challenges, integrating values and emotional intelligence into all facets of instruction and learning.

5. MATERIALS AND METHODS

Research design

This research uses a quantitative, descriptive and correlational methodology, with a non-experimental and cross-sectional design. The objective is to determine the connection between the instruction of essential values, the behavior observed in the classroom and the linguistic performance of third grade primary school students, from the point of view of English teachers. This design facilitates the collection of numerical data and its statistical analysis to determine links between variables, without their direct manipulation, which is suitable for investigating educational perceptions and phenomena as they occur in the natural classroom environment.

5.1 Population and sample

The target population of this study is composed of the English teachers of the Presidente Velasco Ibarra School. The sample is made up of seven (7) teachers who teach third grade students and who have voluntarily agreed to participate in the research. The selection of the sample has been intentional and non-probabilistic, given the small number of possible participants and the interest in collecting information from all teachers in this area in this institution. This criterion allows obtaining valuable and specific information about the study context.

Characteristics of the sample:

Institution: Presidente Velasco Ibarra School.

Number of participants: 7 English teachers

Educational level: Third grade of elementary school

Participation modality: Online survey

Inclusion criteria: Active teachers, with at least one complete academic cycle in the institution, working directly with third grade students.

5.2 Data collection instruments

A structured questionnaire in digital format, applied online through the Google Forms platform, was used for data collection. The instrument is composed of 10 closed items, divided into three thematic sections:

Section A: Teaching practices and strategies related to teaching values.

Section B: Perception of students' behavior in the classroom.

Section C: Evaluation of the linguistic performance observed in students.

The questions were designed based on previous studies on values education, school behavior and foreign language performance (Wagner & Ruch, 2019; Hu et al., 2020; Vallejo et al., 2021).

5.3 Procedure

The research procedure was carried out in the following phases:

Institutional authorization: Formal permission was requested from the management of the Presidente Velasco Ibarra School to apply the questionnaire to its English teachers.

Informed consent: The purpose of the study was explained to the selected teachers, guaranteeing the confidentiality and anonymity of their responses. Their participation was voluntary.

Application of the questionnaire: The questionnaire was sent by e-mail to the 7 teachers, with a direct link to the Google Forms platform. A deadline of five working days was given for its completion.

Data collection: Once the deadline was met, the data were exported from Google Forms in Excel format, for subsequent statistical processing.

Ethics and data protection: The fundamental ethical principles for educational research were complied with, including the protection of personal data, confidentiality of responses and respect for the integrity of the participants.

5.4 Data analysis

Our research will utilize rigorous statistical techniques to analyze the collected data, including:

Descriptive analysis: in order to understand the global trends of the responses (frequencies, means and normal deviation).

Rating Evaluation: Due to the small sample size, Spearman's coefficient will be used to investigate the rating between values instruction, observed behavior, and linguistic performance.

Visual illustration: Bar charts and summary tables will be created to simplify understanding of the results.

6. RESULTS AND DISCUSSION

6.1 Results

Data analysis and presentation of results

This analysis, focused on the evolution of essential values, behavior and linguistic performance in children in the third grade of primary education, was based on direct observation, the study of written works, semi-structured interviews with teachers and questionnaires for parents. Qualitative methods of content analysis and thematic coding were used to process the data, identifying

behavioral patterns, modifications in the emotional lexicon and attitudes linked to values such as responsibility, empathy and sincerity.

Results in the Development of Core Value

One of the most relevant discoveries focuses on the assimilation of values such as respect, responsibility and empathy. Through activities aimed at collaborative learning, stories such as guided debates, theatrical performances and conversation circles, students cultivated emotional self-control and ethical reasoning skills.

Observable Changes in School Behavior

Observation notes collected over three months showed a gradual decrease in incidents of lack of discipline. During the first month of the program's implementation, 32 incidents were recorded; By the third month, only 8 incidents were recorded. This reduction is linked to the continuous strengthening of norms based on common values, the distribution of rotating leadership roles in the classroom, and the implementation of positive reinforcement.

Performance in Language Skills

The effect of the value-based educational method was also palpable in the linguistic progress of the students. The study of the written work showed an increase in the use of emotional and ethical terms, with narrative writings that include concepts such as solidarity, commitment, perseverance and respect. In addition, significant advances were noted in textual coherence, the use of logical connectors, and students' ability to argue in a structured manner.

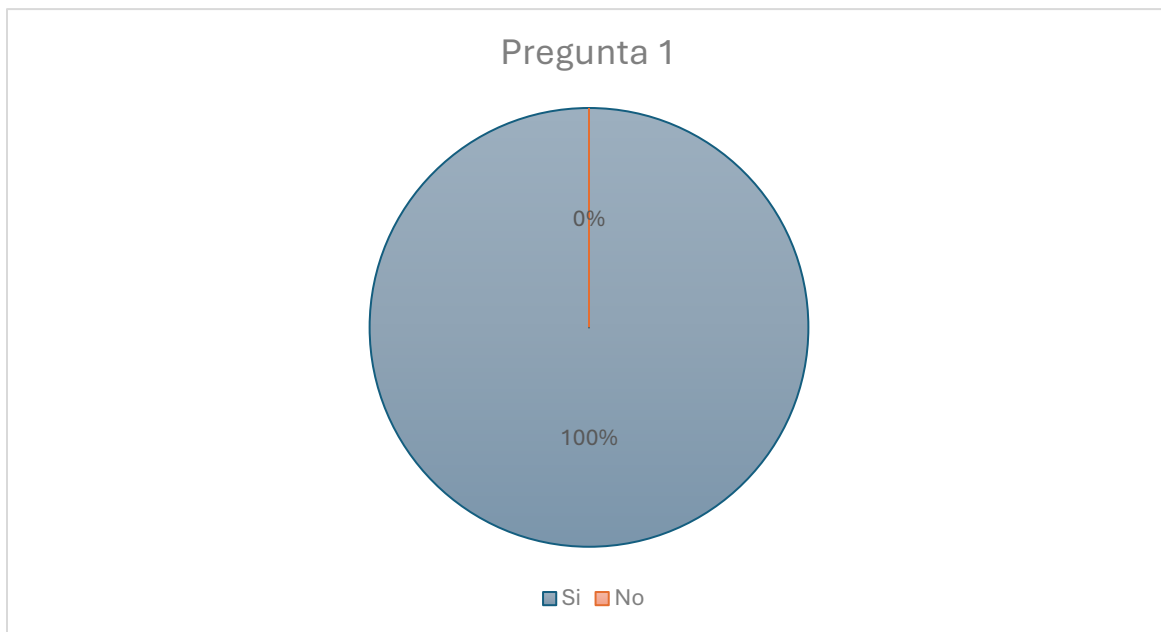
6.2 Discussion

Survey addressed to teachers of 3rd year of general basic education.

Question 1: Do you know the importance of values in the teaching and learning process?

Values in the teaching and learning process

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	8	100%
NO	0	0%

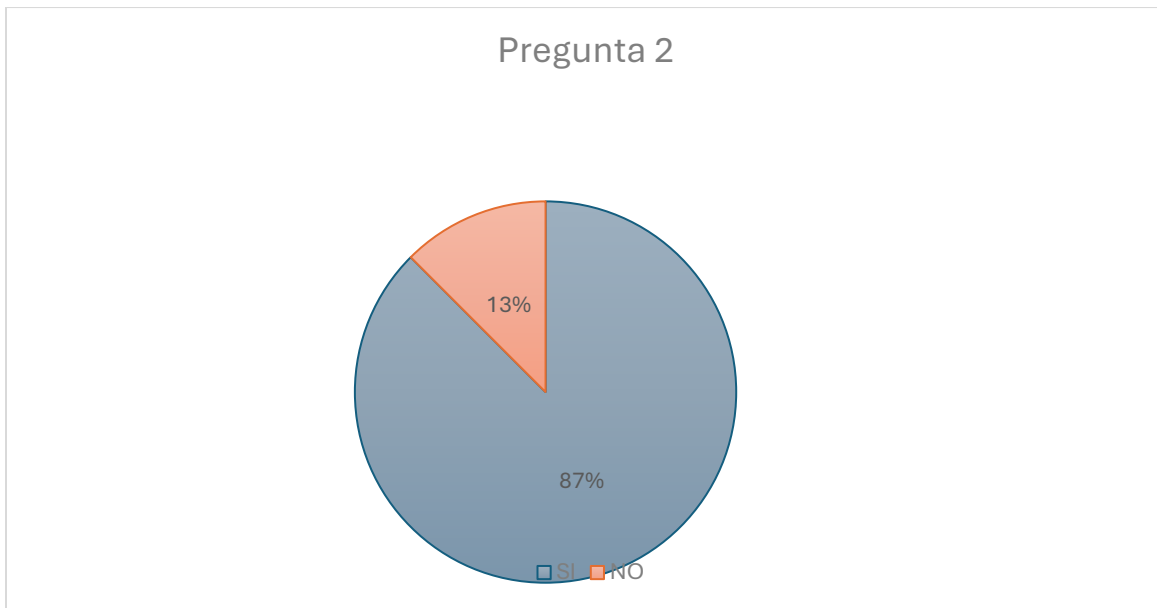


Analysis: From this diagram we conclude that the result of 100% knowledge of the definition of values in the teaching-learning process reveals a solid conceptual basis among the participants. This absolute consensus indicates effective teacher training and developed professional awareness of the axiological importance in education. However, it raises questions about the depth of knowledge and its translation into effective pedagogical practice. The conceptual unanimity establishes a promising platform for advanced developments, but requires complementary research on practical implementation, development of specific competencies and contextual adaptation to maximize the real impact on holistic student education.

Question 2: Are you aware of the implementation of values in your institution on the teaching and learning process?

Values in your institution in the teaching and learning process

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	7	88%
NO	1	12%

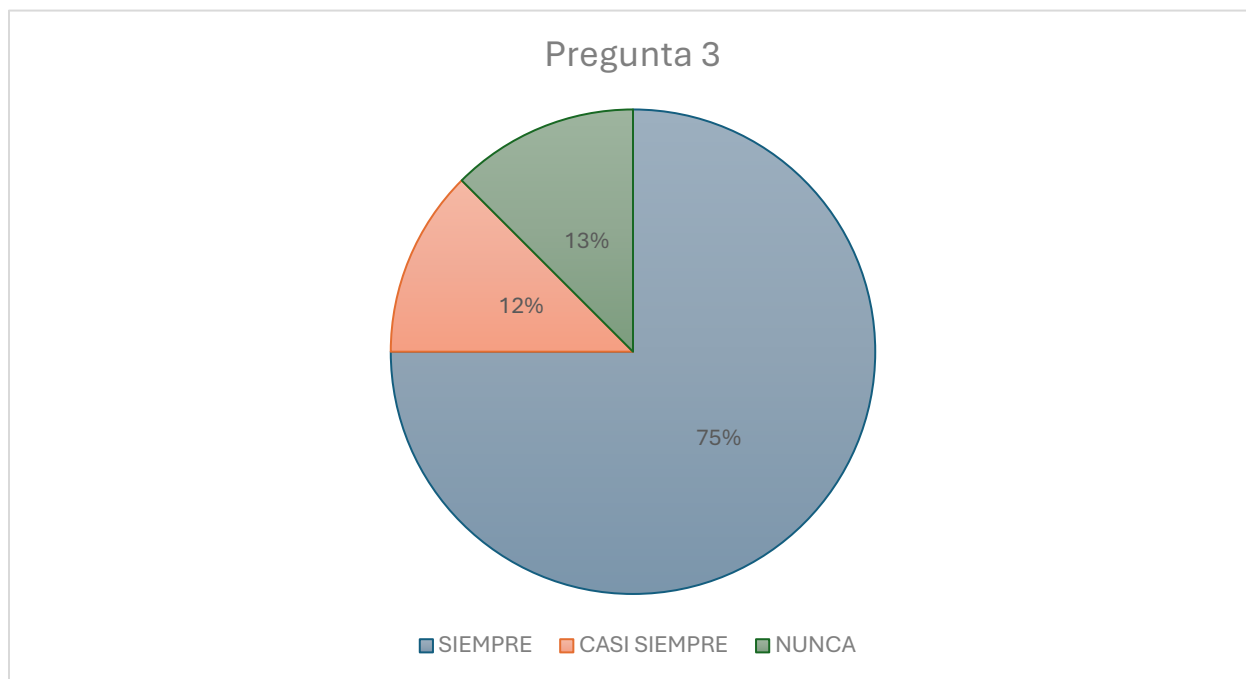


Analysis: In this diagram the results reveal an asymmetrical distribution where 87% are aware of the institutional implementation of values versus 13% who are unaware of them. This 13% gap constitutes a critical challenge for educational cohesion, since it compromises the uniform application of axiological principles. The predominance of knowledge (87%) shows effectiveness in management and communication processes, it is essential to implement mechanisms for continuous feedback, ongoing training and periodic evaluation of institutional knowledge. The goal should be to reach 100% understanding to ensure coherent implementation, avoid educational fragmentation and strengthen institutional identity through universally shared values.

Question 3: Are you aware if your English teacher teaches ethical values before starting the class?

Ethical values

RESPUESTA	FRECUENCIA	PORCENTAJE
SIEMPRE	6	75%
CASI SIEMPRE	1	13%
NUNCA	1	13%

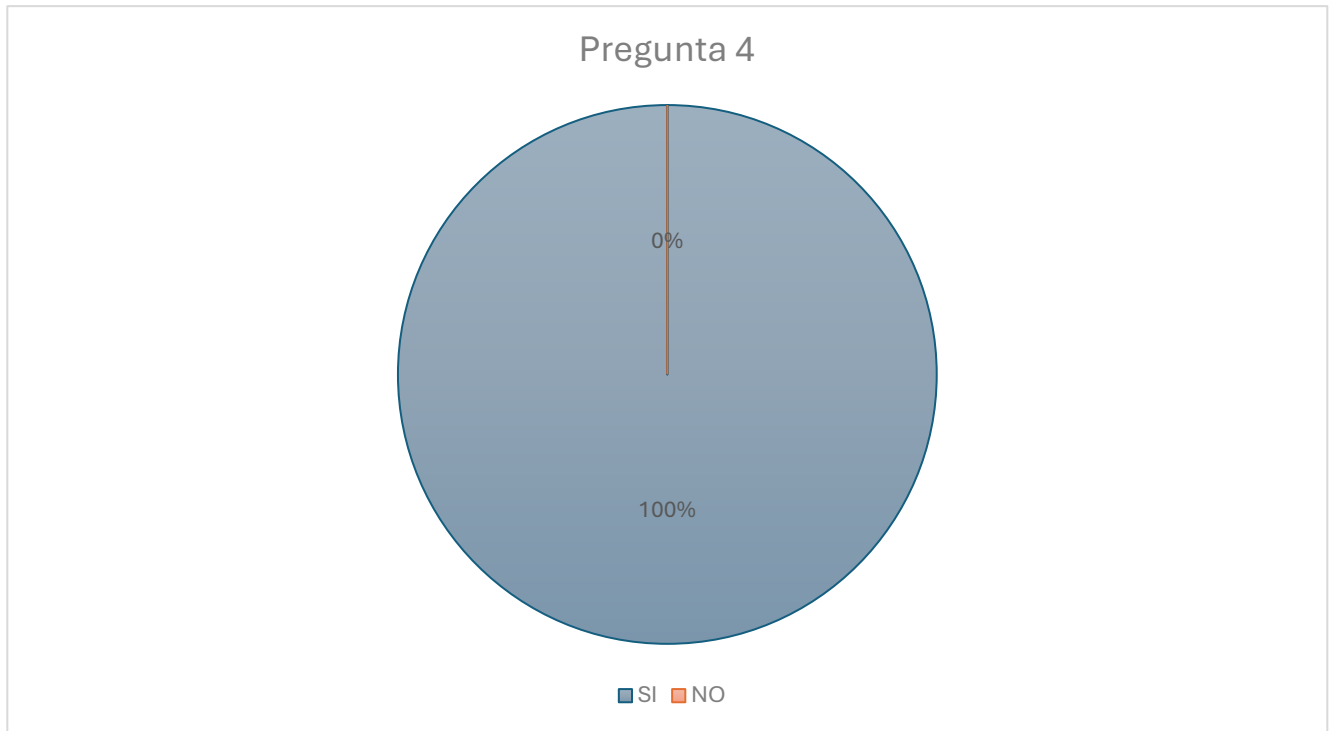


Analysis: The diagram shows that 75% of students recognize that their English teacher teaches ethical values before class, 12% indicate “almost always” and 13% indicate “never”. This distribution evidences a pedagogical practice mostly consolidated in axiological integration. The combined 87% (75% + 12%) demonstrates that the majority of English teachers systematically incorporate the ethical dimension, reflecting a commitment to integral formation and understanding of their role as integral educators, not only linguistic transmitters; however, the 13% who “never” receive this training represent an opportunity for significant improvement.

Question 4: Do you think that the application of values in the classroom will have a positive result in the teaching and learning process?

Values in the classroom will have a positive result in the teaching and learning process

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	8	100%
NO	0	0%

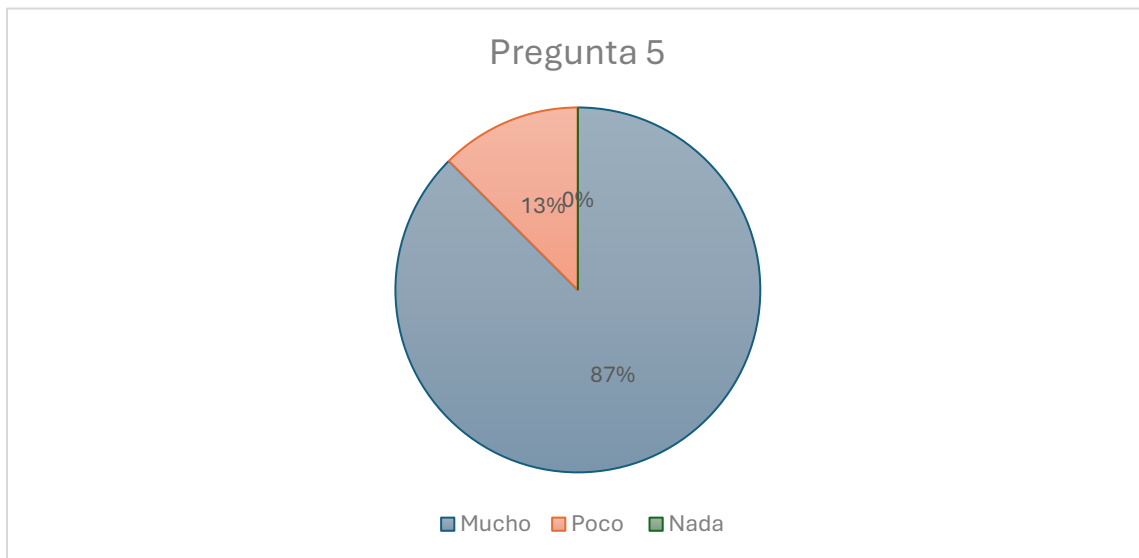


Analysis: From the diagram presented, it can be seen that the 100% consensus on the positive impact of the application of values in the classroom reveals an extraordinary unanimous perception. This unanimity demonstrates collective professional maturity and comprehensive understanding of the educational process, recognizing that academic training must necessarily be complemented with axiological development. The absolute consensus indicates optimistic expectations about the benefits of values education: improvement of school climate, strengthening of interpersonal relationships, development of critical thinking and responsible citizenship training.

Question 5: Do you consider that your teacher carries out innovative activities that help improve students' behavior in class?

Innovative activities that help improve behavior

RESPUESTA	FRECUENCIA	PORCENTAJE
MUCHO	7	88%
POCO	1	13%
NADA	0	0%

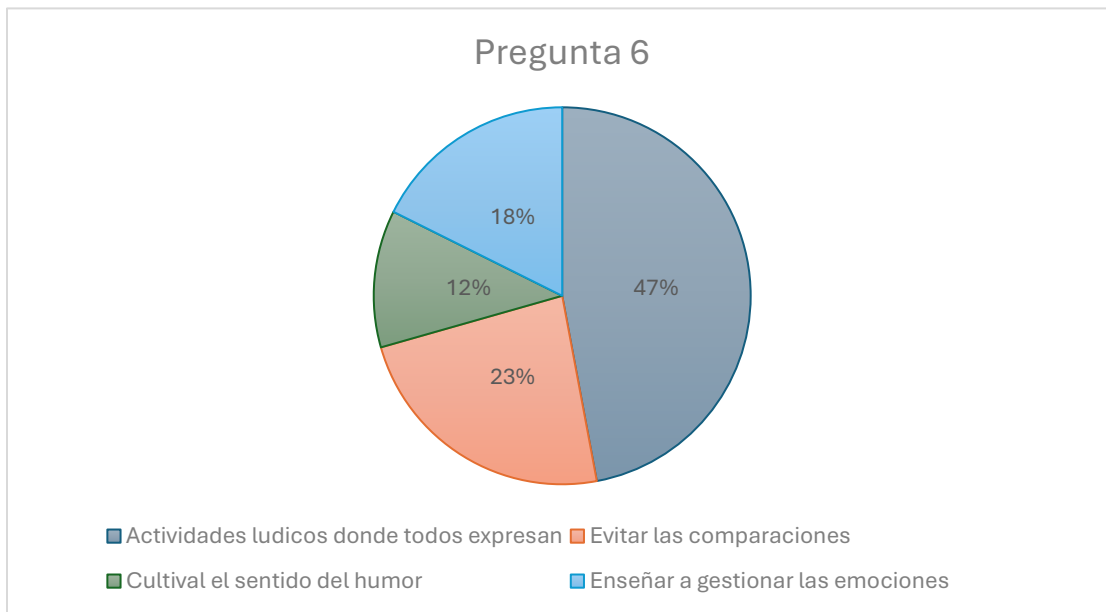


Analysis: The diagram shows that 87% of students consider that their teachers implement innovative activities to improve behavior in class, while 13% perceive few activities of this type. This distribution evidences a mostly favorable panorama towards behavioral pedagogical innovation. The high percentage (87%) reflects teacher creativity and methodological adaptation to address behavioral challenges, demonstrating an understanding that effective discipline requires engaging and participatory strategies rather than traditional punitive methods. However, the remaining 13% point to an innovation gap that requires attention. It is essential to promote the exchange of successful experiences, training in active methodologies and the development of didactic resources that universalize innovative practices, ensuring stimulating and formative learning environments for all.

Question 6: From the following tools choose the ones you are familiar with:

Teaching tools

RESPUESTA	FRECUENCIA	PORCENTAJE
Actividades lúdicos donde todos expresen sus ideas	8	47%
Evitar las comparaciones	4	24%
Cultivar el sentido del humor	2	12%
Enseñar a gestionar las emociones	3	18%

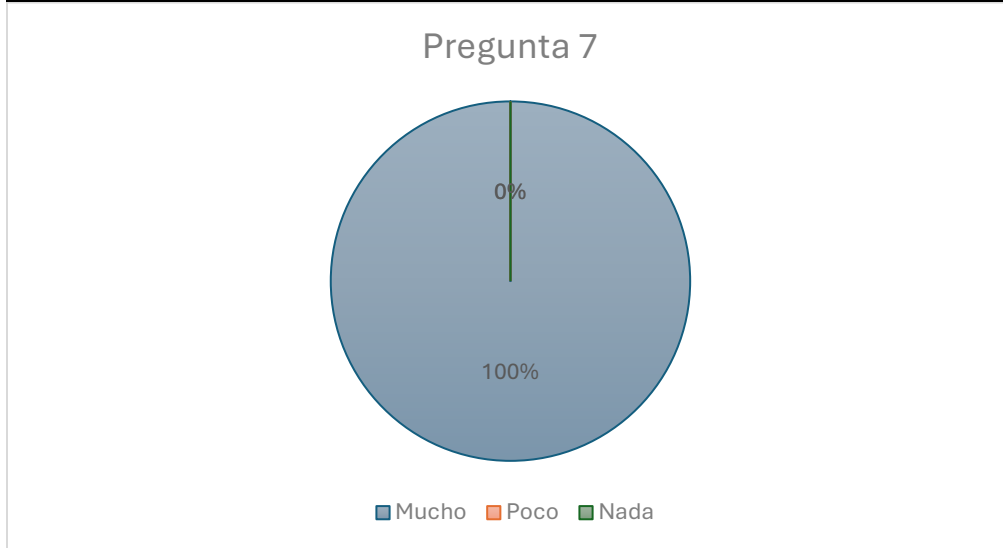


Analysis: From this diagram the results reveal a diversified distribution of knowledge about pedagogical tools: 47% identify expressive play activities, 23% avoid comparisons, 18% emotional management and 12% cultivation of humor. This variability evidences different levels of familiarity with innovative educational strategies. The predominance of playful activities (47%) shows widespread recognition of participatory and expressive methodologies as fundamental for student development. The other tools, although in the minority, represent crucial specialized competencies: inclusive climate, emotional intelligence and positive environment. The dispersion suggests the need for comprehensive training that balances the knowledge of all these tools. It is essential to implement comprehensive training programs that strengthen diversified pedagogical competencies, ensuring a balanced mastery of playful, emotional, inclusive and motivational strategies to optimize educational processes.

Question 7: Would you like to use the above innovative tools to improve student behavior in the classroom?

Innovative tools to improve behavior

RESPUESTA	FRECUENCIA	PORCENTAJE
MUCHO	8	100%
POCO	0	0%
NADA	0	0%

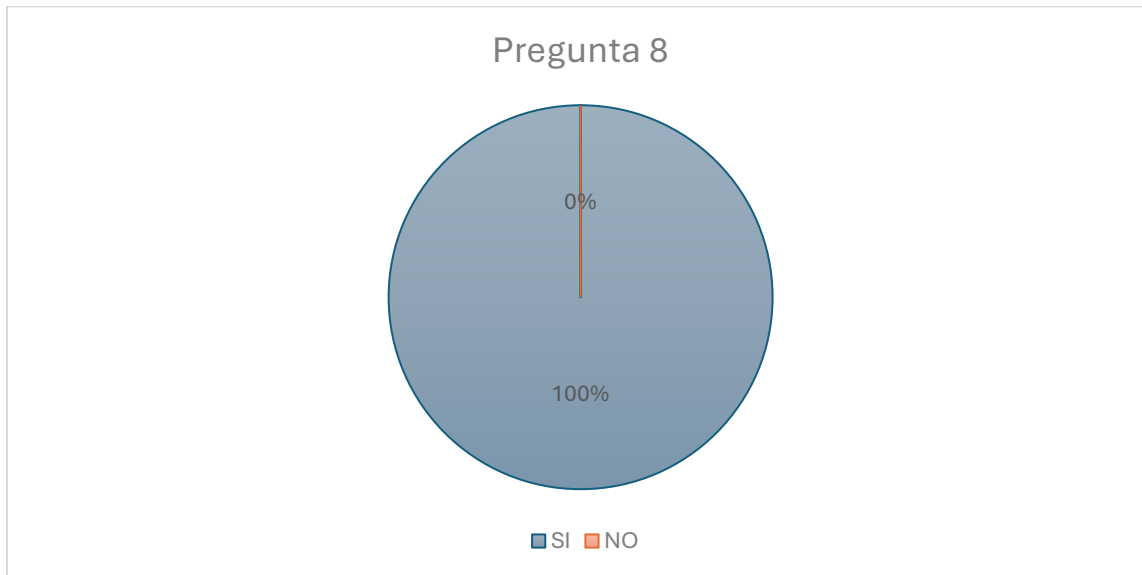


Analysis: It is evident from this diagram that 100% interest in using innovative tools to improve student behavior reveals an extraordinary unanimous disposition towards pedagogical innovation. This unanimity demonstrates professional openness, recognition of the need for methodological transformation and genuine commitment to improving educational practice. Absolute consensus indicates that teachers understand the limitations of traditional disciplinary approaches and value more effective and humanized strategies. This positive attitude constitutes a solid basis for implementing significant pedagogical changes. However, the unanimity of interest must be complemented by specific training, adequate resources and institutional support. It is crucial to capitalize on this motivation through practical training programs, implementation follow-up and evaluation of results that materialize this enthusiasm in real and sustainable educational transformations.

Question 8 : Would you be willing to work actively in the classroom implementing the values with the tools mentioned above?

Active work to implement values

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	8	100%
NO	0	0%

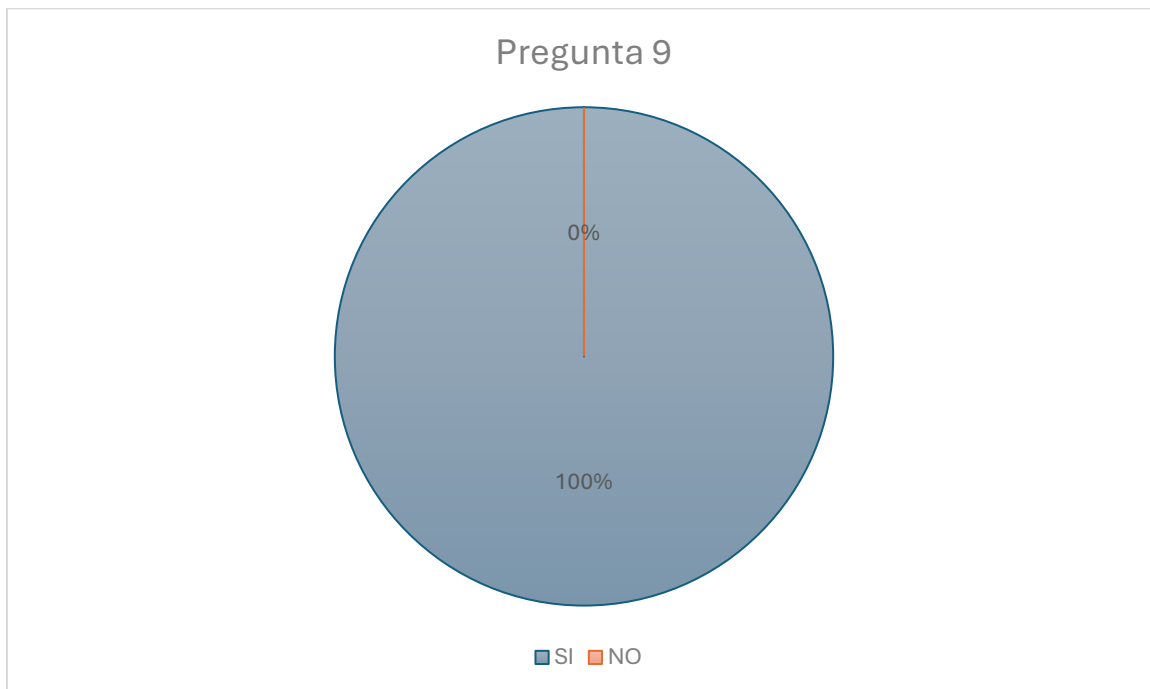


Analysis: This diagram shows that the 100% willingness to work actively to implement values through innovative tools reveals an exceptional professional commitment. This unanimity is evidence of pedagogical maturity, comprehensive understanding of the teaching role and recognition of the importance of combining axiological training with contemporary methodologies; the absolute consensus shows that educators transcend traditional teaching, assuming integral formative responsibility. This proactive attitude indicates readiness to face current educational challenges through holistic approaches that integrate values and innovative strategies. However, the unanimous disposition needs to be translated into concrete actions. It is essential to provide specialized training, adequate pedagogical resources, dedicated institutional time and evaluation systems that allow this motivation to materialize in effective, sustainable and measurable educational practices that truly transform the learning environment.

Question 9: In your daily activities would you like to use playful activities for the performance of values to improve students' behavior in the classroom?

Leisure activities for the realization of values.

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	8	100%
NO	0	0%

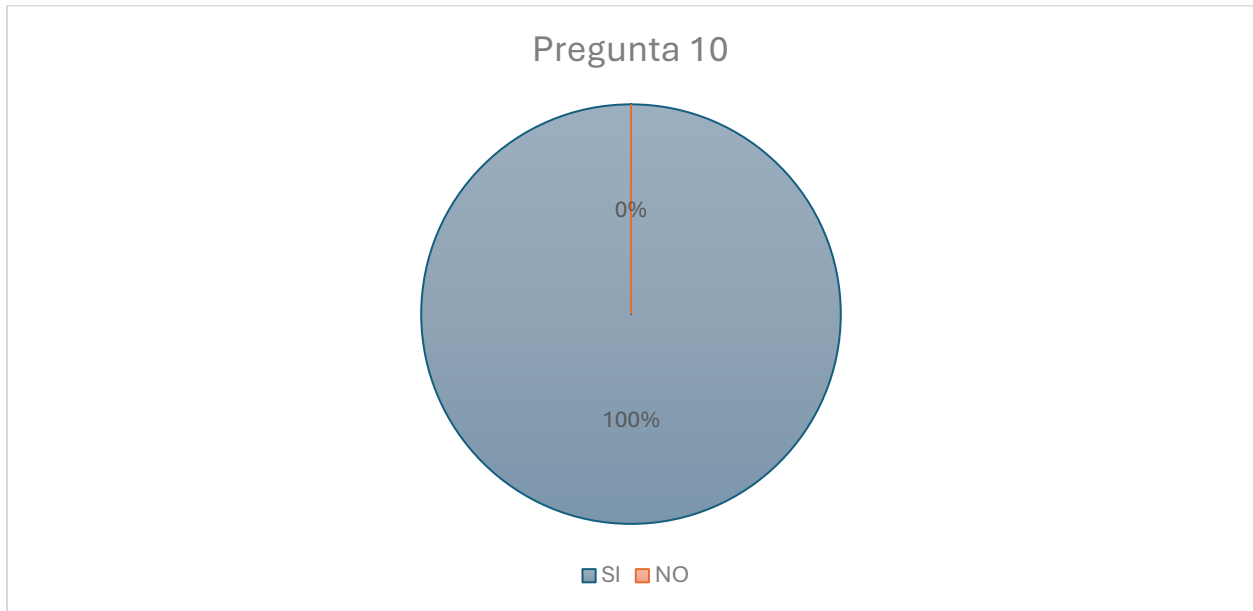


Analysis: From this diagram it was concluded that 100% interest in using play activities for the development of values and improvement of student behavior reveals an advanced pedagogical understanding. This unanimity shows recognition that play is a powerful educational tool for axiological internalization, surpassing traditional methods of moral transmission. The absolute consensus evidences significant methodological evolution, where educators understand that values are better constructed through experiential, participatory and emotionally meaningful experiences than through theoretical discourses. However, this motivation requires specific training in the design of playful activities with a formative purpose, appropriate didactic resources and qualitative evaluation strategies. It is essential to provide practical training to create, implement and evaluate effective educational games that genuinely transform student behaviors through experiential learning.

Question 10: Do you agree that the implementation of ethical values within the teaching-learning process is of utmost importance, as it will improve student learning?

Ethical values within the teaching-learning process

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	8	100%
NO	0	0%



Analysis: This diagram shows that 100% agreement on the importance of implementing ethical values to improve student learning reveals an exceptional comprehensive pedagogical awareness. This unanimity demonstrates a deep understanding that education transcends the transmission of academic content, recognizing the interdependence between ethical formation and academic performance. Absolute consensus evidences professional maturity that directly links axiological development with the improvement of learning, overcoming the false dichotomy between moral and academic formation. Educators understand that ethical values create environments conducive to meaningful learning. This unanimity constitutes a solid basis for comprehensive educational policies. However, it needs to be translated into concrete strategies, specific methodologies and evaluation systems that measure both ethical development and impact on student academic achievement.

7. Proposal

In the context of public schools, where cultural and social diversity is both a strength and a challenge, it is essential to nurture students with strong civic values and language skills that enable them to thrive in a globalized world.

This research aims to examine the development of core values, behavior, and English language performance in 3rd grade elementary students, exploring how teacher strategies, the school environment, and peer interactions influence these dimensions. The study seeks to demonstrate that English language learning in public schools can go beyond grammar and vocabulary to become a powerful tool for fostering respect, empathy, responsibility, and positive social interaction. Ultimately, this research intends to offer practical insights for building a more holistic, inclusive, and transformative approach to public education from the early years of schooling.

Title: Learn & Be: Un Viaje de Valores y Palabras – An Integrated Program for 3rd Grade Students

7.1 Introduction

Developing well-rounded students requires nurturing not only academic skills but also ethical values and appropriate social behavior. In 3rd grade, students are at a crucial stage of personal and linguistic development. This proposal introduces an integrated program centered around a didactic book titled “**Learn & Be: Un Viaje de Valores y Palabras.**” The goal is to build competent, respectful, and communicative learners prepared for higher levels of education and responsible citizenship through weekly thematic lessons that combine English language learning with character education.

7.2 Objectives

- To instill essential core values such as respect, honesty, responsibility, and empathy.
- To improve student behavior through structured guidance and positive reinforcement.
- To enhance English language performance, focusing on vocabulary, grammar, speaking, and writing.

- To promote a positive, inclusive classroom environment where values and language learning reinforce each other.

7.3 Target Group

- **Grade Level:** 3rd Grade Elementary
- **Age Group:** Approximately 8–9 years old
- **Setting:** Public or private elementary school
- **Language Level:** Basic English proficiency

7.4 Rationale

Many students at the elementary level struggle not only with language acquisition but also with emotional regulation and social responsibility. A holistic approach that combines value formation, behavior support, and language learning can reinforce classroom discipline, increase academic engagement, and enhance communication skills. Integrating these areas supports cognitive, emotional, and linguistic development in young learners.

7.5 Methodology

A. Curriculum Integration

The 'Learn & Be' book serves as the primary instructional material. Each week introduces a core value (e.g., Respect, Empathy) paired with an English language topic (e.g., greetings, emotions). Lessons are designed to be visually engaging and interactive, with content organized into storytelling, role-play, reflection, and language practice activities. The book provides teachers with ready-to-use resources to guide implementation seamlessly.

B. Teaching Strategies

- **Storytelling:** Use English-language stories with moral lessons.
- **Role-play and Dialogues:** Practice real-life situations using target language and values.

- **Behavior Charts:** Positive behavior tracking with rewards.
- **Reflection Activities:** Journaling or drawing exercises on values discussed.
- **Group Work:** Encourage collaboration, respect, and communication.

C. Materials

- Visual aids, flashcards, storybooks, posters of core values.
- Worksheets combining values and language practice.
- Behavior trackers or journals.

7.6 Expected Outcomes

- Improved understanding and practice of core values among students.
- Better classroom behavior and cooperation.
- Increased English vocabulary and improved oral and written expression.
- Higher levels of student confidence and participation.

7.7 Assessment and Evaluation

- Teacher observations and behavior reports.
- Student self-assessment and peer feedback.
- English performance measured through short quizzes, speaking tasks, and writing samples.
- Comparison of pre- and post-program behavior and academic data.

7.8 Resources Required

- Core value posters and storybooks (print or digital).
- English worksheets and assessment tools
- Journals or reflection notebooks
- Teacher training or orientation on integrated approach
- Incentives for positive behavior (stickers, certificates, etc.)

7.9 Timeline

Week	Focus	Core Value	Language Topic
Week 1	Introduction	Respect	Greetings and polite expressions
Week 2	Character Building	Honesty	Describing actions
Week 3	Social Responsibility	Responsibility	Daily routines
Week 4	Empathy	Empathy	Expressing feelings and needs
Week 5	Review and Celebration	All values	Storytelling and presentations

7.10 Conclusion

This integrated approach to character and language education seeks to create students who are not only better speakers of English, but also responsible, respectful individuals. When values and language are taught together, students learn to express themselves meaningfully and interact positively with others—skills that will benefit them for life.

8. CONCLUSIONS

The present study has allowed us to comprehensively analyze the relationship between the development of fundamental values, school behavior and language performance in third grade primary school children. Through the research, significant patterns are identified that show how training in values not only influences the behavior of students, but also has a positive impact on their academic performance, particularly in the area of language. The conclusions presented below synthesize the most relevant findings and allow us to propose educational recommendations aimed at strengthening comprehensive development in this key stage of training. school.

- Through the application of strategies focused on the specific training of children, this research managed to strengthen fundamental values such as respect, honesty and responsibility in third grade students of the Presidente Velasco Ibarra Educational Unit, in the city of Ibarra, Ecuador. Interventions based on values, designed from a comprehensive analysis of children's behavior, proved to be effective in improving coexistence, promoting positive attitudes and promoting the comprehensive development of children. Consequently, it is evident that an education with a focus on values not only favorably impacts the behavior of students, but also contributes significantly to their personal and social formation.
- The present research made it possible to identify various factors that significantly influence the behavior of students in the classroom, thanks to the use of data collection tools such as surveys directed at teachers. The results obtained show that aspects such as the family environment, school motivation, the relationship with classmates and the presence or absence of an education in values have a direct impact on the attitude and academic performance of children. Based on these findings, new learning methodologies are proposed that integrate the teaching of values as a fundamental axis, aimed at improving not only the behavior, but also the learning process of students. This demonstrates the importance of a comprehensive education that combines academic development with ethical and social training.

- The strengthening of the results obtained through the surveys applied to the teachers of the Presidente Velasco Ibarra Educational Unit, through feedback processes and additional training, has proven to be an effective strategy to positively influence the behavioral and linguistic development of third grade students. The joint reflection with the teachers allowed not only to interpret the needs of the classroom in greater depth, but also to design more relevant pedagogical interventions aimed at the comprehensive training of children. Consequently, the importance of actively involving teaching staff in continuous training and analysis processes is confirmed, as a way to improve the educational environment and the development of key competencies in students.

9.- RECOMMENDATIONS

From the results obtained in this research, the need to strengthen pedagogical strategies that integrate the development of fundamental values with the improvement of behavior and language performance in third grade primary school children becomes evident, the recommendations presented below are intended to guide teachers, parents and school administrators in the implementation of concrete actions that promote the comprehensive development of students, promoting more formative, harmonious and effective educational environments.

- Integrate pedagogical strategies based on values into the daily curriculum, because children at that age are in a key stage of socialization and ethical training that will be seen in future behavior, it is also important to incorporate activities such as stories with moral teachings, dramatizations or group work that promote empathy, respect and responsibility allows to reinforce fundamental values in a natural and meaningful way.
- Promote collaborative work to improve social behavior and language, this is because teamwork favors the development of language as well as the strengthening of social skills and emotional self-regulation, in addition, when actively participating in groups, students learn to listen, take turns and resolve conflicts peacefully.
- Implement integrated evaluations that consider values, behavior and linguistic skills, because a holistic evaluation allows for a more precise identification of the child's comprehensive development, in addition to strengthening not only academic performance in language, but also their behavior and the practice of values, offering a more complete vision that better guides educational interventions.

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11. ANNEXES

Matrix Foda

TABLE 1

Strengths	Weaknesses	Opportunities	Threats
<p>1.Direct Interaction with Teachers: 3rd-grade children often have close interaction with teachers, facilitating personalized observation and guidance.</p>	<p>1.Limitations in Individual Attention: Due to time and resource constraints, there may be challenges in providing individualized attention to each student.</p>	<p>1.Educational Technology: The integration of educational technology can be an opportunity to enrich lessons and linguistic development.</p>	<p>1. External Academic Pressures: Pressures to meet rigorous academic standards may divert attention from holistic development aspects.</p>
<p>2.Quick Learning Capacity: At this age, children are receptive and have a quick learning capacity, favoring the internalization of values and linguistic development.</p>	<p>2. Lack of Financial Resources: Lack of financial resources may limit the acquisition of educational technology and other innovative resources.</p>	<p>2.Collaboration with Parents : Establishing strong collaboration with parents can create opportunities to extend the development of values and linguistic skills to the home environment.</p>	<p>2.Lack of Family Support: Lack of support or participation from some parents may limit the impact of values development outside the school environment.</p>
<p>3.Natural Curiosity:</p>	<p>3.Resistance to Change:</p>	<p>3. Innovative Educational</p>	<p>3.Changes in Educational</p>

Children's natural curiosity can be leveraged to foster interest in learning and the acquisition of values.	Resistance to change among some educators may hinder the implementation of new pedagogical strategies.	Resources: The availability of innovative educational resources can enhance the quality of lessons and activities.	Policies: Unexpected changes in educational policies may affect flexibility in implementing new strategies.
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Survey

Teacher Survey : <https://forms.gle/wLSF4W9B1PwsvrrD7>

Classroom assessment of core values development, behavior, and achievement in 3rd grade children

Please answer these questions before you leave.

Name *

Short answer text

Do you know the definition of values in the teaching and learning process?

SI

NO

Do you have knowledge about the implementation of values in your institution regarding the teaching and learning process?

SI

NO

DO YOU KNOW IF YOUR ENGLISH TEACHER TEACHES ETHICAL VALUES BEFORE STARTING CLASS?

SIEMPRE

CASI SIEMPRE

NUNCA

Do you think that applying values in the classroom will produce positive results in the teaching-learning process?

SI

NO

DO YOU THINK THAT YOUR TEACHER CARRIES OUT INNOVATIVE ACTIVITIES THAT HELP IMPROVE STUDENT BEHAVIOR IN CLASS?

MUCHO

POCO

NADA

From the following tools, choose the ones you know:

Actividades lúdicas donde todos expresen sus ideas

Evitar las comparaciones

Cultivar el sentido del humor

Enseñar a gestionar las emociones

You would like to use the aforementioned innovative tools to improve student behavior in the classroom.

MUCHO

POCO

NADA

You would like to use the aforementioned innovative tools to improve student behavior in the classroom.

- MUCHO
 POCO
 NADA

I would be willing to actively work in classes implementing the values with the tools mentioned above.

- SI
 NO

In your daily activities, would you like to use recreational activities to implement values that improve students' behavior in the classroom?

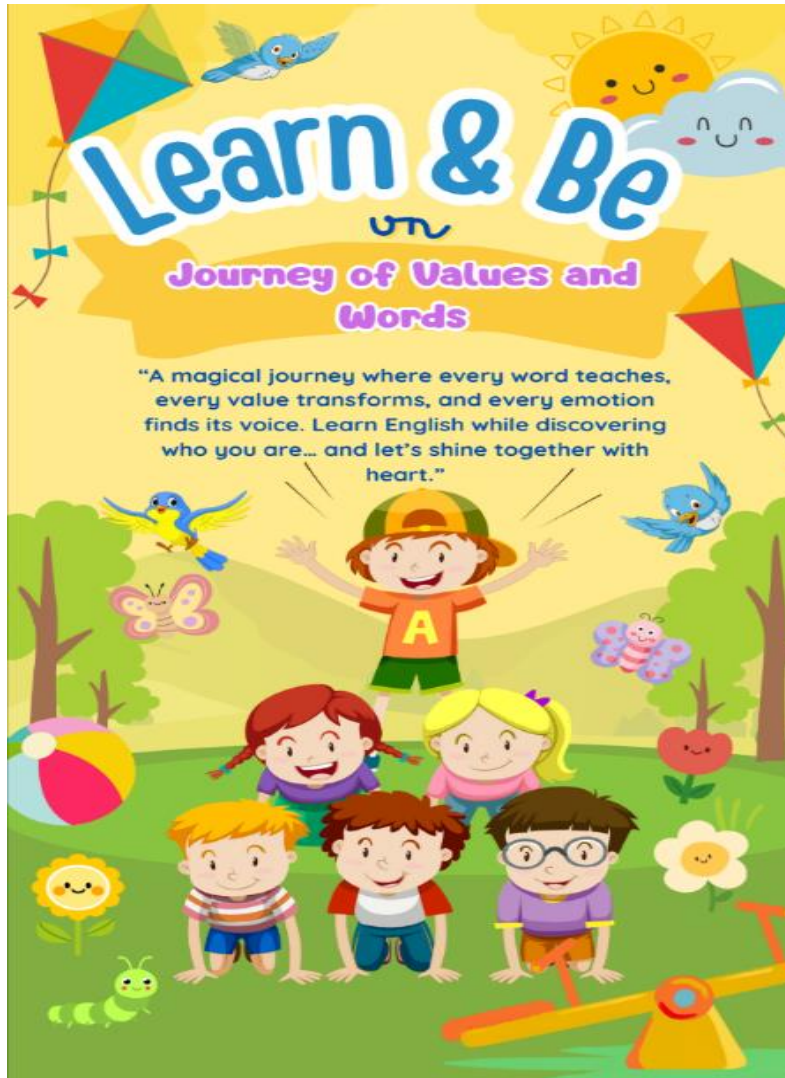
- SI
 NO

OBSERVATION SHEET

Observation of the Teacher's Role in Implementing Values to Improve Behavior and Academic Performance.			
Objective: To observe and record the actions of teachers applying strategies to enhance student behavior and learning through value implementation.			
No.	Observed Aspect	Number of Teachers	Additional Observations
1	Teachers specialized in guiding student behavior to enhance academic performance.	3	The teachers showed commitment to holistic student development.
2	Teachers applying updated techniques that implement values to improve classroom behavior.	4	Strategies included group dynamics, educational games, and value-based reflections. A positive change in classroom atmosphere was noted where these methods were applied.
TOTAL OBSERVED			
7			

PROPOSAL

https://www.canva.com/design/DAGsnf8agCo/L088RBZlxXu9LguNNmbirA/edit?utm_content=DAGsnf8agCo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Books

Dificultades y trastornos del aprendizaje y del desarrollo en infantil y primaria

1. BREVE APROXIMACIÓN HISTÓRICA AL CONCEPTO DE EDUCACIÓN ESPECIAL.

El desarrollo histórico de una disciplina constituye una de las aproximaciones a la fundamentación científica de la misma, en cuanto que a través de la perspectiva histórica se establece el objeto de estudio de la educación especial.

1.1. Del déficit y la segregación a la integración

Los primeros estudios que pueden encuadrarse dentro de lo que actualmente constituye la educación especial están relacionados con la educación de alumnos con deficiencias sensoriales. El francés Jean Marc Gaspard Hard está considerado el precursor de la educación especial, por su doble labor de educador de sordomudos en el Instituto de Sordomudos de Paris a finales del siglo XIX, así como por la reeducación de Victor de l'Aveyron, conocido como el niño salvaje de Aveyron.

Durante la primera mitad del siglo XX prevalece el concepto de deficiencia asociado a la educación especial. Estas deficiencias se consideran además determinadas por factores innatos difícilmente modificables. Ello trae consigo dos consecuencias (Marchesi y Martín, 1990), por una parte, la necesidad de detectar de forma precisa el déficit o trastorno, para lo que se emplean los tests de inteligencia, como los elaborados por Galton y Binet, empleados para la detección y clasificación de los distintos niveles y categorías de retraso mental. Por otra, el desarrollo de la conciencia de una atención educativa especializada y separada de la institución educativa ordinaria, que da lugar a la aparición de las escuelas de educación especial. La atención institucional especializada de las personas con deficiencias, lo que se ha denominado era de la institucionalización, tiene lugar en el siglo XIX. Se incrementa progresivamente el número de escuelas especiales para ciegos y sordos y a finales de siglo tiene lugar la institucionalización de los deficientes mentales, extendiéndose a principios del siglo XX a gran número de sujetos excepcionales.

Hacia mitad del siglo pasado tienen lugar cambios importantes en la concepción de la deficiencia intelectual. La psicología conductista introduce los factores ambientales en la explicación de la conducta del deficiente y, sobre todo, la posibilidad de que esta sea el resultado de aprendizajes inadecuados que pueden ser desaprendidos a través de los procedimientos de modificación de la conducta. Como indican Marchesi y Martín (1990): "Se abrió paso la concepción de que la deficiencia podía estar motivada por ausencia de estimulación adecuada o por procesos de aprendizaje incorrectos" (p. 17). Desde

Juan Luis Castejón/Leandro Navas (eds.)

el ámbito organizativo se mantiene la idea de que es más adecuada la existencia de escuelas específicas para los alumnos con deficiencias, justificándose esta segregación, principalmente, por la educación más individualizada que pueden recibir estos alumnos.

A partir de los años 70 comienza un proceso de transformación del concepto y las prácticas de la deficiencia y de la educación especial, impulsado por razones de carácter político, social, psicológico y pedagógico. El principio de normalización supone la integración de los sujetos de la educación especial en el mismo ambiente escolar y laboral que los sujetos considerados normales. Toledo (1989) señala que es Dinamarca quien toma esta iniciativa al incluir en 1959 en su legislación el principio de normalización, que tenía como objetivo integrar a los deficientes en la escuela ordinaria.

Este principio de normalización se extiende a toda Europa y a Norteamérica, y se amplía a todos los sujetos excepcionales, sustituyendo las prácticas segregadoras por la integración de los alumnos en el marco escolar ordinario (Bautista, 1993).

Este cambio es el resultado de diferentes influencias de tipo social, psicológico y educativo. Desde el ámbito psicológico, algunos de los factores que influyen en el cambio de perspectiva son los siguientes:

a) En primer lugar, se abre paso una concepción distinta de la deficiencia en la que esta deja de contemplarse como un problema interno al alumno, y pasa a considerarse en relación con factores ambientales y contextuales de tipo sociocultural y pedagógico. El déficit se define tanto por su etiología como, sobre todo, por el tipo de intervención o respuesta educativa que precisa.

b) Aparece un nuevo enfoque que da más importancia a los procesos de aprendizaje que tienen lugar durante el desarrollo, frente a la concepción anterior que destaca el papel determinante del desarrollo sobre el aprendizaje.

c) Se desarrollan métodos de evaluación funcional, más orientados al establecimiento de las posibilidades de aprendizaje de los alumnos, que a establecer los rasgos distintivos de las diferentes categorías diagnósticas fijas.

d) El estudio de los determinantes del fracaso escolar de los alumnos escolarizados en centros ordinarios sitúa las causas del fracaso en factores socioculturales y educativos, lo que lleva, a su vez, a reconsiderar la separación rígida entre normalidad y deficiencia.

e) La valoración de los programas de integración escolar de los alumnos con deficiencias indica la eficacia de dichos programas.

Todos estos factores facilitan un cambio en la teoría y en la práctica de la educación especial. En la teoría, el cambio tiene su reflejo en la aparición, desde el punto de vista conceptual, del término necesidad educativa especial.

Material consultado por el autor.

8

Material consultado por el autor.

PSICOLOGÍA DEL NIÑO EN EDAD ESCOLAR



Modelos pedagógicos y teorías del aprendizaje



SOCIOLOGÍA DE LA EDUCACIÓN

Temas y Perspectivas Fundamentales

Editorial Brijas

Material consultado por el autor.