INTRODUCTION

Learning development in Primary Education stages is now mediated by the use of information and communication technologies.

OBJECTIVE

Highlighting how teachers in pre-service stress the benefits of this resource for learning during the primary education stage.

METHOD

Institutional research. The study has a quasi-experimental nature. The sample is a descriptive study with 62 participants who voluntarily provided the information included in the study.

INSTRUMENT

Questionnaire with 62 items of three dimensions: identification of participants, videogames and the Primary Education classroom, and attitude towards videogames.

POPULATION AND SAMPLE

169 students from the Primary Education Degree at the University of Córdoba, 36.1% girls and 63.9% boys.

RESULTS

DESCRIPTIVE STUDY

Videogame and the Primary Education Classroom

Positive stance towards the presence of videogames in the development of the Primary Education curriculum

They disagree

Items 9

(Discrimination against disabled people)

Items 14

(It helps you work properly in everyday situations using a foreign language)

PERSONAL ATTITUDE

Videogames

They don’t like them very much and they are not beneficial.

Educational videogames

They do like them

DISCUSSION AND CONCLUSIONS

PLAYING HOURS

They do not affect their academic activities. 5 hours a week do not reflect an addictive behavior.

GENDER AND TIME DEDICATED TO VIDEOGAMES (MEN)

They are the ones who play more both during the week and at weekends.

They consider that videogames in primary education make it possible to know and use:

- The Spanish language and that of the autonomous region
- Acquisition of aspects related to Natural Sciences
- Useful to generate favorable opinions on equal rights between men and women, to improve or master language, mathematics, to help develop behaviors against violence and to prevent traffic accidents