



Analytical skills and imaginative education in the subject of history

Habilidades analíticas y la educación imaginativa en la asignatura de historia

Habilidades analíticas e educação imaginativa no tema da história

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KEYWORDS

learning, imaginative education, strategy, analytical skills, history

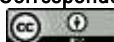
ABSTRACT. The objective was to establish imaginative education in analytical skills in the history subject at the Veintitrés de Octubre Educational Unit of the Montecristi canton, Manabí province, Ecuador. To achieve this purpose, a mixed methodological approach was applied. First, the exploratory research allowed the application of surveys to teachers and students for data collection. Among the main findings found, the deficient application of imaginative education in history classes was evidenced due to the limited knowledge of this methodology on the part of teachers. 43% of the teachers surveyed know little or nothing about the tools of imaginative education, and a considerable 30% realize it moderately. For these and more reasons it is concluded that it is suitable as a strategy for teaching the subject above.

PALABRAS CLAVE

aprendizaje, educación imaginativa, estrategia, habilidades analíticas, historia.

RESUMEN. El objetivo fue establecer la incidencia de la educación imaginativa en habilidades analíticas en la asignatura de historia en la Unidad Educativa Veintitrés de Octubre del cantón Montecristi, provincia de Manabí, Ecuador. Para lograr este propósito se aplicó el enfoque metodológico mixto. La investigación exploratoria permitió la aplicación de encuestas a docentes y estudiantes para la recolección de los datos. Entre los principales hallazgos encontrados, se evidenció la deficiente aplicación de la educación imaginativa en las clases de historia debido al escaso conocimiento de esta metodología por parte de los docentes. El 43% de los docentes encuestados saben muy poco o nada sobre las herramientas de la educación imaginativa, y un

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considerable 30% lo conoce moderadamente. Por estos y más razones se concluye que es adecuada como estrategia para la docencia de la asignatura antes mencionada.

PALAVRAS-CHAVE

aprendizagem, educação imaginativa, estratégia, habilidades analíticas, história.

RESUMO. O objetivo foi estabelecer a incidência da educação imaginativa em habilidades analíticas na disciplina de história na Unidade Educacional Veintitrés de Octubre do cantão Montecristi, província de Manabí, Equador. Para atingir este objetivo, a abordagem metodológica mista foi aplicada. A pesquisa exploratória permitiu a aplicação de enquetes a professores e alunos para coleta de dados. Dentre os principais achados encontrados, evidenciou-se a deficiente aplicação da educação imaginativa nas aulas de história devido ao conhecimento limitado dos professores dessa metodologia. 43% dos professores pesquisados sabem muito pouco ou nada sobre as ferramentas da educação imaginativa e um número considerável de 30% sabe moderadamente. Por esses e mais motivos, conclui-se que é adequado como estratégia de ensino da referida disciplina.

1. INTRODUCTION

History as a subject allows students to be protagonists of the future, knowing the past (Prats & Santacana, 2001). But this fact is frustrated when it is presented with little clarity of what it pursues. To achieve this purpose, one of the innovative alternatives is imaginative education as a methodology for understanding from the senses, the word, writing, and the positioning of ideologies (Ervás, 2021; Gallifa, 2019; Tsai et al., 2017). Thus, in addition to the creative capacities in this subject, the students develop analytical skills for abstraction and positive attitudes towards the contents and historical facts.

It is essential to bear in mind that there can be no social and cultural understanding of the environment if history is not known (Calderón, 2015; Calvas et al., 2019; Sena, 2019; Soyer & Caganaga, 2019), that is the importance of its correct teaching. In this sense, imaginative education can contribute to this goal with the cognitive tools that characterize it (Matte, 2018).

It is necessary to deepen the concept of imaginative education; it is considered a different and novel approach in the education system in Ecuador and worldwide. Vygotsky (como se citó en Egan & Judson, 2012) refers when stating that imaginative education “offers us a way to explore how we can capture and engage the imagination of students to see what is truly wonderful and attractive in the curriculum” (p. 9).

Imaginative education is understood as a thinking skill built by the influence of what we see and feel (Egan & Judson, 2012), cited by Berríos and Hermosilla (2018). In that sense, it is related to history because it is a science that motivates the student to express their emotions and criteria based on the past events that are studied.

The strategies that are applied to contribute to the imaginative education in history can be through the senses or somatic comprehension such as role-play, timeline, dramatization. Mythical or romantic understanding through oral and written expression, such as stories, characterization of characters and historical landmarks, as well as creative narratives.

In this sense, it agrees with Cuenca (2015) who indicates that “strategies based on inquiry or investigation are related to the constructive learning model and, at present, occupy an increasingly prominent place in science teaching social” (p. 50). Hence this strategy allows students to learn the inherent historical stories of the subject when they find themselves facing problems where they themselves look for the ingenious and feasible way to



solve them. Thus, the knowledge does not end but is re-elaborated using materials of a different nature, closely related to constructive learning.

Olivares et al. (2017) refer that in many Latin American countries, "there is little research carried out on imaginative education in the development of skills to learn to learn" (p. 2). There are studies on this subject in Canada due to the interest in the subject arranged by researchers. It is known that in Ibero-American countries, the information on methodological strategies for imaginative education is minimal, which is why, although there are experiences that educational institutions have implemented, these were assumed as an innovative proposal as part of their methods. to teach in different subjects of a social nature.

Given these antecedents, the objective is to establish the incidence of imaginative education in analytical skills for learning the history subject. Its relevance lies in knowing the potential of imaginative education in the matter of history. In addition, this study will serve as a reference to establish imaginative education as a strategy that allows the development of analytical skills in students of educational institutions in Ecuador, especially.

As a theoretical basis for this work, analytical skills, their characteristics, and their development methods are exposed. On the other hand, imaginative education is presented, its advantages and its contribution to the teaching process of the history subject.

Analytical skills

Analytical skills include the process of going to the parts of a whole (person, object, event, or situation) and the relationships between them. Guevara and Campirán (2000) make it possible to distinguish the connections between the bases and everything that is intended to be proven, that is, between what is presupposed (background) and what has been demonstrated thanks to the ground (thesis or hypothesis). It facilitates the individual to gain coherence, order, clarity, precision, logical and epistemic rigor, unity, and integration in knowledge.

The main characteristics of analytical skills are problem-solving, decision making. As well as raising awareness of cognitive processes through the management of knowledge, skills, and attitudes.

It can then be ensured that analytical skills give the student the ability to think orderly, reason, analyze, compare, synthesize, transfer, infer, deduce and build knowledge (Guevara & Campirán, 2000).

Developing analytical skills will facilitate problem-solving in different areas of life. For this reason, the following methods are recommended to develop these skills. For this case, the authors emphasize its usefulness directed to the subject of history:

Temporal historical consciousness. History is taught based on the facts and characters of the past through positive historiography, learning to establish meaningful relationships between past-present (historical memory) and past-present-future (historical consciousness).

Rúsen (2007) affirms that "(...) memory presents the past as a force that moves human thought guided by principles of practical use, while historical consciousness represents the past interacting it explicitly with the present" (p. 13). Therefore, as indicated, the teaching of history in educational centers should be oriented towards the recovery of memory and the creation of historical science from the reconstruction of the near past

of the students. Imaginative education is related in this aspect because it would help, among many things, to awaken in them an interest in the subject and to become responsible in the process of building knowledge of it.

Historical imagination and sources: To reconstruct the contexts and circumstances in which the people who participated in the historical processes when making decisions unfolded, students must be taught to make a critical reading and interpretation of various sources of historical information. As argued by Lozano and Tirado (2016) "school history should contribute to developing imagination, empathy and moral education in general" (p. 23). Again, it is related to imaginative education since a link is generated with individual and collective history from the moral point of view. Knowing the past and imagining it helps to understand the present better and warns not to repeat those equivocal events in the future.

Causal and intentional narration and explanation of the story: Narration remains the most common form of representation of history. Soria (2015) mentions that "history is essentially narration and its teaching must begin with the most elementary forms of representation, such as the story or the legend" (p. 87). That is why in all culture-historical narratives accompany the growth of that society and at the same time help us to develop the imagination, to recreate scenarios and characters whose actions constitute a first approximation to the categories of the past, present, and future.

The narration has the gift of awakening the imagination, that is, the importance of its use in history classes as a tool for developing and applying imaginative education.

Interpretation of historical sources and critical literacy. It ensures that students can read and critically interpret primary and secondary historical sources during their school years to reconstruct the past. Action that can be exploited in a better way as long as imaginative education is taken as the basis for the best interpretation and criticism of said sources.

History teachers must reflect on their practices to contribute to the development of analytical skills through imaginative education. For this, permanent updating processes, the selection of learning resources, and teaching methodologies are imperatively required.

Jiménez and Felices (2018) affirm that "(...) students must learn to analyze and critically incorporate the most relevant issues of today's society" (p.90), which is related at the same time to education Imaginative because you only acquire that critical capacity if you know and learn from the past. Still, in turn, this can be done better through imagination.

Contributions of the application of imaginative education

Imaginative education is a new approach in the field of education. It connects the emotions, imagination, and intellect of both students and teachers. Imagination is the basis of all creative activity and can manifest itself equally in any aspect of life, enabling artistic, scientific, and technical creations. What surrounds us and has been created by man's hand, especially culture, is a product of the imagination (Olivares et al., 2017; Vygotskiĭ, 1999).

The advantages of using this approach are: in the didactic, for being innovative, since it links the emotions, the imagination, and the intellect for more excellent learning; it is fun and challenging for both teacher and student. Peralta et al. (2019) deduce that "the contribution of imaginative education in the educational components is the

methodology it provides, which includes creativity, feelings, and intellect, which promotes more meaningful learning, with fun and stimulating elements for the teacher and the student. pupil” (p. 2).

This approach is based on Egan's theories, and the proposed techniques are intended to "make student learning more interesting, challenging and enjoyable for all” (Egan & Judson, 2018, p. 15).

The application of imaginative education is intended to make teaching less monotonous, more interesting, and stimulate students to learn. The teacher includes strategies based on creativity and innovation to generate a pleasant environment for all.

In this sense, imaginative education offers a new understanding of how knowledge develops in mind and how our imagination works and transforms throughout our lives (Egan & Judson, 2013).

2. METHOD

The research was carried out from a mixed approach, that is, qualitative-quantitative. However, the same that allowed knowing the primary data obtained from the application of the data collection instruments facilitated the interpretation of the results. Likewise, it is highlighted that the research was exploratory, descriptive, starting from the interest in the consequences caused by a problem, landing on the analysis of reality from the results obtained (Hernández et al., 2014).

Teachers were selected from the area of social sciences of the Fiscal Education Unit Veintitrés de Octubre in Montecristi, Ecuador, whose student population is 200 students from the first of the Unified General Baccalaureate. The sample amounted to 30 teachers of the history subject. For the selection of the students, a non-probabilistic sample was taken into account at the researcher's convenience, which constituted 44 students of the first year of high school. The analytical method was considered to extract and analyze the results of the surveys applied to teachers and students to answer questions using the inductive and deductive methods.

For the validation of the research instruments, the method of the judgment of experts who presented their opinions and experiences in the approval processes of the devices was taken as a reference, complying with the criteria of quality, validity, reliability that allowed obtaining relevant data from the subject of study (Escobar & Cuervo, 2008).

3. RESULTS

Based on the results obtained from the survey applied to teachers and students, it has been possible to establish the analysis of the information collected. Thus, about the application of imaginative education, as a strategy to teach history classes (table 1), it is known that 54% of students mention that teachers do not apply this strategy. 30% of teachers say that if they use imaginative education as a strategy for teaching history. In this sense, it is essential to highlight the contribution of Peralta et al. (2019) who indicates that “it is advantageous to use this application approach in imaginative education, as it is innovative since it links emotions, imagination, and intellect for greater learning; it is fun and stimulating for both the teacher and the student” (p. 9). Therefore, it is assumed that students are not assimilating the subject in an attractive, dynamic, and novel way; if not as a complementary subject established in the Ecuadorian curriculum.

Table 1

Application of imaginative education in history class by teachers

Variable	Student	Teachers
	%	%
Always	15,9	30%
Usually	13,6	24%
Sometimes	4,5	14%
Seldom	11,4	16%
Never	54,5	16%
Total	100%	100%

Source: survey of students and teachers
Own elaboration

In the framework of imaginative education, it can be observed in table 2 that 27% of teachers mention that the application of imaginative education as a strategy for teaching history is complex for them so that the analytical skills in students. Skills are known as historical memory, historical awareness, storytelling, traditional tales, critical interpretation of historical sources through photos, minutes, videos, interviews, and essential interpretation reading (Jiménez & Felices, 2018; Rúsen, 2007; Soria, 2015).

Table 2

Degree of difficulty involved in applying imaginative education to develop analytical skills in the current context

Alternative	Frequency	%
Very difficult	0	0%
Hard	8	27%
Neutral	13	43%
Easy	7	23%
Very easy	2	7%
Total	30	100%

Source: survey of students and teachers
Own elaboration

It is important to emphasize that the characteristics of these skills allow the student to exercise the resolution of historical problems, to understand the present; make decisions and critical positions through information gathering, analysis of the current situation, search and solution of more appropriate alternatives, raise awareness of cognitive processes through the management of knowledge, skills, and attitudes.

In this sense, analytical skills include the process of going to the parts of a whole (person, object, event, or situation), to the relationships between them, and that through the development of these skills seeks to demonstrate capacities to think in an orderly manner, reason, analyze, compare, synthesize, transfer, infer, deduce and build knowledge.

As evidenced in field research, the application of analytical skills on the part of the teacher is limited, which makes us think that significant learning is not generated in classrooms due to the difficulties when trying to apply imaginative education.

From the point of view of Peralta et al. (2019), imaginative education "is an approach based on theories, which proposes to use techniques to effectively involve the emotions, imagination, and intellect of students, so it is required to apply these elements also by the teacher" (p. 2).

Based on Table 3, the techniques applied to develop imaginative education in history classes are investigated. Role plays, dramatization, going back in time, case studies, and timelines are distinguished. Techniques that are intended to highlight the importance of developing this skill as a fundamental part of the learning and teaching process, as well as rethinking the concept of imagination to give it its place in the classroom.

Significantly, the different learning methods are based primarily on imagination and how teachers use it to motivate their students. Therefore, the challenge for education, and in this case for the teaching of history, is how to stimulate, use and develop these tools to motivate students towards their learning (Egan & Judson, 2012).

If the teacher managed to understand which methods to apply, relate them to historical processes and how they are observed in the development of students, he would find ways to reduce traditional practices to bring students closer to history with a rote result. Still, it was learning to your understanding.

Table 3

The analytical skills that are applied in history are:

Alternative	%
Historical memory and historical awareness	10%
Storytelling and traditional tales	20%
Critical interpretation of historical sources through photos, minutes, videos, and interviews	50%
Critical Interpretation Reading	20%
Total	100%

Source: survey of students and teachers
Own elaboration

Finally, it is estimated that analytical skills are poorly developed for the learning process of the history subject. This is a consequence of the limited or no understanding and application of imaginative education, as a result of the ignorance of it by the teachers in the indicated institution.

4. DISCUSSION

Education as such remained stagnant in providing valuable people, but not necessarily thinking. Schools emerged in the second half of the nineteenth century to respond to the needs of the time, but they have not evolved, showing the same teaching methodologies since their appearance (Egan, 2017).

Based on the proposed objective, it is found that the incidence of imaginative education on analytical skills in the history course at the Veintitrés de Octubre Educational Unit in the city of Montecristi is minimal. The surveyed teachers know little or nothing about this study methodology; The data presented in the results indicate that only 30% of the teachers in the academic unit work with this methodology. The imaginative education approach is

innovative and has multiple advantages for learning, as it stimulates both the teacher and the student; however, knowledge of it is limited (Peralta et al., 2019). A statement that agrees with what was expressed by Matte (2018) who indicates that imaginative education is very little spread in Latin America, not only in the area of history but in any discipline and context.

It is essential to consider that the teacher must find the means to be updated in methodological strategies that contribute to their students' knowledge. This statement is supported by authors such as Sánchez (2017), who indicate that opting for varied methodological strategies in pedagogy allows motivating the student, thus improving the understanding of the subject taught, on the other hand, Bustamante et al. (2019) state that the use of imaginative education can be considered as a pedagogical resource that gives way to meaningful learning, which lasts over time. Thus, teachers must design their classes and units, taking into account the emotional importance of the topics in a way that exercises the students' imagination (Egan & Judson, 2013).

The Ministry of Education needs an institutional policy to guide and train the teacher in the learning and application of imaginative education and at the same time motivate students to be more involved, inquiring, critical, and reflective. The student must know how to assimilate and apply this strategy in their learning process of history. According to Villanueva (2020) the implementation of imaginative education allows generating confidence and consolidating knowledge, which is an essential option for current educational development. For their part, Rossi and Chausovsky (2018) indicate that its implementation does not require major political reforms, only imagination, and will, being a viable proposal on the formal educational system.

Based on what has been studied, it should be clarified that the hypothesis is modified. Initially, it was proposed that teachers apply imaginative education and analytical skills; however, they only possess basic knowledge, and students are unaware of the term and concept of imaginative education. Therefore, coinciding with Fullan and Langworthy (2014) it can be stated that teachers must begin to know this approach and encourage their colleagues to take pedagogies related to it.

Imaginative education through analytical skills has turned out to be challenging to apply. Consequently, students consider not taking advantage of them in the learning processes in the history subject. However, the Imaginative Education Research Group (2015) recommends starting to apply this approach from elementary school so that students at the end of their education make better use of what has been internalized since childhood.

5. CONCLUSIONS

History is a social science that studies the events of the past of society. Its importance lies in the fact that if you know the past, you can make the right decisions in the present to proactively project yourself into the future. Therefore, the teaching of history as a subject must be nuanced with strategies that motivate, excite students, and allow them to achieve meaningful learning.

One of the suggested methodologies for teaching history is imaginative education. However, it is not applied in the teaching-learning processes due to the insufficient knowledge of the benefits of this methodology for its implementation.

An event detected as a product of this research is that, within the teaching processes of the subject of history, the development of analytical skills is scarcely achieved by students. The teachers try, without practical results,

to work on some activities such as historical memory, historical awareness, storytelling, traditional tales, critical interpretation of historical sources through photos, minutes, videos, interviews, and essential interpretation reading.

The limited academic activity based on imaginative education conditions the development of analytical skills. Therefore, it is determined that to achieve effective learning of the history subject. It is imperative to teach adopting strategies that contribute to the purpose.

Imaginative education is one of the mechanisms that can contribute in the first instance to the development of analytical skills and, consequently, the meaningful learning of the history subject. In this sense, teachers must be trained and empowered to learn new methodologies for teaching, a fundamental issue that contributes to the profile of the Ecuadorian Bachelor.

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