




Incomplete stories for the development of critical and creative thinking in children

Cuentos incompletos para el desarrollo del pensamiento crítico y creativo en niños

Histórias incompletas para o desenvolvimento do pensamento crítico e criativo em crianças


Sonia Vásquez¹

Universidad César Vallejo, Chiclayo - Lambayeque, Perú

 <https://orcid.org/0000-0001-8094-9723>
svasquezpo14@ucvvirtual.edu.pe

Aurelio Ruiz-Pérez

Universidad César Vallejo, Chiclayo - Lambayeque, Perú

 <https://orcid.org/0000-0001-7684-3475>
aruizope8@ucvvirtual.edu.pe

DOI (Generic) : <https://doi.org/10.35622/j.rie.2022.02.012>
DOI (Document in English) : <https://doi.org/10.35622/j.rie.2022.02.012.en>
DOI (Documento en español) : <https://doi.org/10.35622/j.rie.2022.02.012.es>

Received: 13/10/2021 Accepted: 25/01/2022 Published: 02/03/2022

KEYWORDS

incomplete stories,
strategy, model, creative
thinking, critical thinking

ABSTRACT. The research objective was to design an incomplete story strategy model to develop critical and creative thinking in 4-year-old children. The research was basic propositional with a non-experimental design and a quantitative methodological approach. We worked with a sample of 92 children from the Initial Educational Institution No. 004 of Chiclayo (Lambayeque - Peru) who were randomly selected. A test on critical and creative thinking was developed and applied in which subdimensions and indicators were considered. This instrument was validated by expert judgment. As a result, it was found that more than half of the children had an average level of development of critical and creative thinking. Therefore, it was concluded that the proposed model is a novel contribution to education by allowing children to improve these thoughts when the said proposal is applied.

PALABRAS CLAVE

cuentos incompletos,
estrategia, modelo,
pensamiento creativo,
pensamiento crítico.

RESUMEN. La investigación tuvo como objetivo diseñar un modelo de estrategia de cuentos incompletos para desarrollar el pensamiento crítico y creativo en niños de 04 años de edad. La investigación fue básica de nivel propositivo con diseño no experimental y enfoque metodológico cuantitativo. Se trabajó con una muestra de 92 niños de la Institución Educativa Inicial N° 004 de Chiclayo (Lambayeque - Perú) que fueron seleccionados aleatoriamente. Se elaboró y aplicó un test sobre el pensamiento crítico y creativo en el cual se consideró subdimensiones e indicadores. Dicho instrumento fue validado mediante juicio de expertos. Como resultado se obtuvo que más de la mitad de los niños tenían un nivel medio de desarrollo del pensamiento crítico y creativo. Se

¹Master in Biomedical Engineering. **Correspondencia:** svasquezpo14@ucvvirtual.edu.pe



PALAVRAS-CHAVE
histórias incompletas, estratégia, modelo, pensamento criativo, pensamento crítico.

llegó a concluir que el modelo propuesto es un aporte novedoso para la educación al permitir que los niños mejoren estos pensamientos cuando dicha propuesta sea aplicada.

RESUMO. O objetivo da pesquisa foi elaborar um modelo de estratégia de história incompleta para desenvolver o pensamento crítico e criativo em crianças de 04 anos de idade. A pesquisa foi básica em nível propositivo, com desenho não experimental e abordagem metodológica quantitativa. Trabalhamos com uma amostra de 92 crianças da Instituição Educacional Inicial N° 004 de Chiclayo (Lambayeque - Peru) que foram selecionadas aleatoriamente. Foi desenvolvido e aplicado um teste de pensamento crítico e criativo no qual foram consideradas subdimensões e indicadores. Este instrumento foi validado por julgamento de especialistas. Como resultado, verificou-se que mais da metade das crianças apresentou um nível médio de desenvolvimento do pensamento crítico e criativo. Concluiu-se que o modelo proposto é uma nova contribuição para a educação ao permitir que as crianças aprimorem esses pensamentos quando tal proposta for aplicada.

1. INTRODUCTION

The central objective of education was to stimulate the apprentices in the different ways of thinking, innovating, creating, and solving problems. Therefore, it is vital to encourage critical thinking in the subjects to develop skills to interpret reality. Likewise, this allows the development of creative thinking that leads the issue to position itself in the world with reflective, analytical, and coherent judgments (Nomen, 2018).

Hopfenbeck et al. (2020) argue that there is a diploma program in Australia, England, and Norway where students receive better academic preparation. The same allows them to have a much higher level of critical thinking development than other programs. This helps them for their future studies comparing them with other school systems.

Para Oprean (2018) finish students are a world reference regarding these thoughts. Moreover, being constantly in the process of innovation leads them to change tactics and structures. For this reason, work must be done so that these capacities that children have are not blocked or lost.

In the same way, the United Nations Organization for Education, Science and Culture UNESCO (2020) takes a look at the pedagogical proposal of Uruguay where it proposes within its curriculum a critical didactics that promotes the development of critical and creative thinking, allowing students to develop autonomously, critically and creatively in the context.

In Peru, the Ministry of Education MINEDU (2018) has been promoting critical and creative thinking within educational policies for students to learn to raise well-founded arguments that generate solutions to problems of life itself. Likewise, it proposes the competency-based approach to develop capacities, skills, and attitudes that stimulate these thoughts.

For Basri et al. (2019) one of the most desired purposes of the educational system is to encourage critical thinking in students from schools, which allows increasing competencies that make it possible to analyze and compare information to arrive at arguments that lead to the solution of problems. In the same way, it seeks to enhance creative thinking, which is a skill that benefits the development of the person in any context (Ramírez, 2014).

Preschool age is considered an essential stage for developing critical and creative thinking. Here, the guiding base of human behavior is built for the formation of concepts and significant learning over the next few years (Klimenko et al., 2019).

Teaching these skills to students in the 21st century is necessary for future success. These skills become essential to analyze, reason, criticize and create solutions (Rosidin et al., 2019).

Critical thinking as a higher-order skill is a priority issue at different educational levels. That is why the student's activity is the center during the learning process. This is a critical attribute that must be developed in the current context to become competent (Morales, 2018).

Likewise, education becomes a creative act that transforms human beings to achieve what they set out to do. It is at school where creative skills are fostered from an early age so that children can later function in different scenarios (Raslan & Barros, 2018).

To have the appropriate environments that promote the development of creativity and criticality, the teacher's presence is decisive (do Santos & Fleith, 2015). Moreover, they are the ones who encourage it in the classroom by making students reveal both thoughts, achieving significant learning (Lasky & Yoon, 2020).

Critical and creative thinking are essential human potentialities with particular characteristics and cannot be separated from each other. One leads to reasoning and innovation, but both are based on reflection (Mackay et al., 2018).

The creative subject needs to reflect on his ideas, evaluating them to choose the best one. Creative thinking leads to new ideas, while critical thinking analyzes them studies their validity and effectiveness (Al-Hassawi et al., 2020).

The development of critical and creative thinking in students is a global problem. In Spain, a proposal was made to strengthen critical thinking in young children. Direct observation, interview, and data collection form were used as techniques. It was concluded that this proposal encourages the development of imagination, creativity, and decision-making through children's games (Da Cruz, 2020).

In the same way, in Chile, a study was carried out to point out the influence of the didactic environments on the students' mathematical creativity. Five hundred seventy-six students were evaluated. Multilevel models were used to study the effect in various learning environments. The discoveries revealed the relevance of classroom work for developing creative thinking (Araya et al., 2019).

In Peru, an investigation was also conducted to determine whether critical and creative thinking affects children's reading comprehension. The population was 283 students, and the sample was 80 children. The survey was used through validated and reliable questionnaires. As a result, it was obtained that these thoughts significantly impact reading comprehension (Arévalo, 2020).

Through a diagnosis made, it was evidenced that the four-year-old students of the Initial Educational Institution No. 004 "Angelitos de María" - Chiclayo showed limitations in critical and creative thinking, which were manifested in deficiencies to communicate agreements or disagreements, inaccuracy when expressing their experiences and thoughts, limited participation in the creation of stories. This situation generated effects such as attention deficit, difficulty reasoning, meditating, reflecting, and lack of fluidity in dialogues.

The theoretical contribution of the research is justified because a model is configured that integrates theories that will serve to increase scientific knowledge. At the methodological level, a proposal for the identified problem was structured. In the social aspect, the students who participate in this study will benefit directly by making them become critical and creative beings to the extent that they participate in applying the model.

The general objective was to design an incomplete story strategy model to develop critical and creative thinking in four-year-old children from the I.E.I. No. 004 "Little Angels of Mary"-Chiclayo. The specific objectives were to diagnose the level of development of critical and creative thinking in children through a test. Then, develop a strategy model for incomplete stories to develop children's critical and creative thinking based on theoretical foundations and learning activities. Finally, validate the model of insufficient story strategies through expert judgment.

2. METHOD

The type of research was essential because it attempts to characterize the variable under study without actually implementing something to improve the context of the phenomenon (Ñaupas et al., 2018). Likewise, it was proactive because it sought strategies or planned actions to solve the problem evidenced (Estela, 2020). Finally, the design that was applied in the investigation was non-experimental.

The population was 121 four-year-old boys and girls from the Initial Educational Institution No. 004 "Angelitos de María" – Chiclayo. Hernández and Carpio (2019) stated that this is the set of people or objects studied in an investigation. Ninety-two students were randomly selected as a sample, and probabilistic sampling was used. Therefore, for R. Hernández et al. (2014) the piece becomes a population subset that must be adequate and representative.

For the investigation, the observation technique was used through a test that allowed measuring the students' development of critical and creative thinking. Which was composed of 20 items. Therefore, this technique becomes an indispensable part of the investigation because it allows obtaining a large amount of data (Muñoz, 2015).

In the same way, the survey technique was used through a questionnaire to teachers of the educational institution to collect information on the strategy of incomplete stories. According to Cabezas et al. (2018) the survey gathers information through objective and consistent questions to analyze the data collected.

The interview technique was also used through an interview guide applied to the director of the educational institution to collect information related to both research variables. For Muñoz (2015) the interview is

administered to collect personal information since the interviewee and interviewer meet to ask and answer questions raised.

The validity of the research instruments and the proposal were submitted to the judgment of 05 expert doctors in education. Those who received an application with the necessary documents for said procedure. Aiken's V was then applied to determine validity where it was possible to show that every one of the items evaluated by the judges presented a perfect validation, $V= 1.00$.

Reliability was determined with a pilot test with 25 children who did not belong to the study sample. Cronbach's alpha was applied to assess its reliability. It resulted in the high reliability of the instrument since a coefficient of .80 was observed. Therefore, said measuring device is acceptable for its applicability.

For the present investigation, authorization was requested from the director of the educational institution to facilitate the application of the instruments. In the same way, informed consent was required from teachers and parents to participate in the study. Subsequently, the tools were applied, which lasted an average of 25 minutes for each child.

The data obtained were statistically processed through reliability tools such as the SPSS v 26 program, from which statistical tables and figures originated. In the same way, for the analysis of the results, the Excel program was used.

3. RESULTS

The results of the research are presented below according to the objectives.

Diagnosis of Critical Thinking

Table 1

Average Score of the Critical Thinking Subdimensions in Children of 4 Years of the I.E.I N° 004 "Angelitos de María" - Chiclayo

Critical thinking dimension	Mean	Median
Analyze subdimension	2.91	3.00
reasoning subdimension	1.66	1.00
question subdimension	3.42	4.00
interpret subdimension	1.17	1.00
act subdimension	2.00	2.00
General average	2.23	2.00

Note. Test applied to members of the study sample

The table above shows that the students in the sample reached a mean of 3.42 and a median of 4 in the question subdimension, and a median of 4. In the analyzed subdimension, the standard was 2.91, with a median of 3. Two was obtained for the mean in the act subdimension, and the median value was the same. In the reasoning subdimension, the standard reached a value of 1.66 and the median of 1. While in the interpreting subdimension, a mean of 1.17 and a median of 1 were compared. At the level of the five critical thinking subdimensions, the average overall was 2.3 for the mean and 2 for the median.

Table 2

Developmental Levels of Critical Thinking in Children of 4 Years of the I.E.I N° 004 “Angelitos de María” - Chiclayo

Levels	F	%
Under	12	13,0
Medium	54	58,7
High	26	28,3
Total	92	100,0

Note. Test applied to members of the study sample

Table 2 shows that 54 children representing 58.7%, were located at the average level of development of critical thinking. 28.3%, equivalent to 26 children, were in the high level. While 13% that, is equal to 12 children, were located in the low level.

Creative Thinking Diagnosis

Table 3

Average Score of the Subdimensions of Creative Thinking in Children of 4 Years of the I.E.I N° 004 “Angelitos de María! - Chiclayo

Creative thinking dimension	Mean	Median
Problem solving subdimension	0.87	0
Effective communication subdimension	3.80	4
Flexibility subdimension	0.92	1
Fantasy and imagination subdimension	5.73	6
General average	2.83	2.5

Note: Test applied to members of the study sample

The table above shows that the students reached a mean of 5.73 and a median of 6 in the fantasy and imagination subdimension. In the effective communication subdimension, the standard was 3.80, and the median was 4. A value of 0.92 was obtained for the bar in the flexibility subdimension, and the median value was 1. While in the problem-solving subdimension, a mean of 0.87 and a median of 0 were reached. At the level of the four subdimensions of creative thinking, the general average was 2.3 for the mean and 2 for the median.

Table 4

Levels of Development of Creative Thinking in Children of 4 Years of the I.E.I N° 004 "Angelitos de María" - Chiclayo.

Levels	F	%
Under	11	12,0
Medium	64	69,6
High	17	18,5
Total	92	100,0

Note. Test applied to members of the study sample

Table 4 shows that 69.6%, equal to 64 four-year-old children, presented a medium level in the creative thinking dimension. 18.5%, equivalent to 17 children, were at a high level. While 12% of them, which is equal to 11 children, were located in the low level.

Diagnosis of critical and creative thinking

Table 5

Developmental Levels of Critical and Creative Thinking in Children of 4 years of the I.E.I N ° 004 "Angelitos de María"- Chiclayo.

Levels	F	%
Levels	21	22,8
Medium	48	52,2
High	23	25,0
Total	92	100,0

Note. Test applied to members of the study sample



Table 5 shows that 48 children representing 52.2%, were at the average critical and creative thinking development level. In the same way, 23 children, equivalent to 25%, reached a high level. Finally, 21 children, equal to 22.8%, were placed in the low group.

For elaborating the strategy model of incomplete stories, the diagnosis obtained from applying a test to the children, an interview with the director, and a questionnaire to the teachers related to the study variables were taken as a basis.

In the same way, fundamental theories were considered, such as Lipman's theory of thought, which encourages the child from the classroom to ask and investigate, strengthening curiosity and creativity. This is supported by dialogue, narratives, stories, and tales adapted to the child's language. In this way, thinking is developed by allowing them to argue and discuss in class issues that attract attention (Aldana, 2013).

In the same way, Piaget's cognitive theory was considered, which maintains that students build their learning by going through a series of stages that respond to their evolution. In addition, however, there is social transmission in which if the subject does not activate previous structures, he will not be able to incorporate and process new information or behaviors (Saldarriaga et al., 2016).

Vygotsky's sociocultural theory was also considered, which highlights the relevance of each individual's social environment and language and cooperation. Social interaction allows learning and development to be social tasks and help the child to build his knowledge of it in his mind. The Zone of Proximal Development (ZPD) helps create appropriate situations so that the student receives the necessary support and achieves optimal learning (Nikolay, 2021).

These authors value stories as a primary tool to encourage the child's curiosity and imagination. In the same way, they consider the reader an active agent who starts from texts that are to her liking and interest. All this allowed structuring the model where objectives, principles, fundamentals, values, and the program with its learning activities were considered.

Said model deserved the validity of 5 experts whose data obtained were processed with the V of Aiken where the value of significance equal to 1.0 was obtained. This result shows that the model can be applied with the characteristics established with 4-year-old children who study in said institution.

4. DISCUSSION

The research aimed to identify the level of development of critical and creative thinking of 4-year-old children from the I.E.I No. 004 "Angelitos de María" in Chiclayo, as well as to know the use of the incomplete story strategy that is not applied in the medium as part of an innovative resource.

Despite the multiple difficulties that could be found, it was possible to apply the instrument. The 4-year-old teachers provided support by coordinating with the parents to develop schedules. As a result, each child could connect to the zoom and thus carry out the application of the test. At the initial level, contact with the little ones

is of the utmost importance since it allows us to observe the development of each one of them in different scenarios (MINEDU, 2016).

The support provided by parents by keeping an eye on their children and connecting them to zoom on the requested dates is also valued. It should also be noted that before working with the sample, the instrument was applied to a pilot of 25 children with similar characteristics to find out if the proposed test was reliable. High reliability of 0.80 was obtained as a result.

The results of this research can be generalized to the entire study population when applied in other contexts where 4-year-old children have similar characteristics. In the same way, it can be worked with different samples and with other study variables where specific tactics are used to respond to the children's interests and needs

Regarding the diagnosis, it was possible to observe in table 1 that it is related to critical thinking, the least significant subdimensions. Therefore, it is necessary to intervene to strengthen them. Being reason, interpret, and act those below the general average with a score of 1.66, 1.17, and 2, respectively. On the other hand, they analyze, and question subdimensions presented averages of 2.91 and 3.42, respectively, being above the general average that constitutes strength in the students.

When performing the analysis of table 2 concerning the level of development of critical thinking. It was possible to show that most children presented a medium level in this thought. It was being able to compare these results with the research of Da Cruz (2020) , who proposed a proposal to strengthen critical thinking in 5-year-old students, having encountered difficulties concerning this variable. It was concluded that this proposal allows imagination, creativity, and decision-making.

It can also be related to other research that worked on this thought, such as the case of T. Hernández (2019) and Salazar and Cabrera (2020), who proposed strategies to develop this thought that they consider relevant within primary education. This is a necessary skill for decision-making, and teachers are directly responsible for stimulating it by using strategies that start from the needs of children.

According to the results observed in table 3 related to creative thinking. It was possible to show that the problem-solving and flexibility subdimensions were below the general average with 0.87 and 0.92, respectively. These results indicate that it is necessary to strengthen these subdimensions. On the other hand, it was shown that the effective communication and fantasy and imagination subdimensions were higher, being above the general average with 3.80 and 5.73.

When performing the analysis in table 4 regarding the development of creative thinking. It was recorded that most four-year-old children presented a medium level of this thought. These results could be related to the findings found by Şenel and Bağçeci (2019) and Araya et al. (2019) despite having applied their research to older children. They highlight the importance of working on creative thinking in the classroom. To achieve competent people who are capable of solving difficulties by applying various solution strategies to the problem encountered in the future.

When making the diagnosis of critical and creative thinking together in table 5, it was possible to identify those 48 children presented a medium level of critical and creative thinking. Likewise, 21 children showed a low level.

Finally, 23 gave a high level. It was able to relate this information to the result of Arévalo (2020) which worked these two thoughts in the primary level students. This considered the importance of developing these thoughts in the educational field. In concluding that both thoughts affect reading comprehension and must be worked on simultaneously to achieve significant results.

The theoretical foundations that give support and consistency to the proposed incomplete story strategy model to develop critical and creative thinking are the theory of Lipman, Piaget, and Vygotsky. Where curiosity plays an indispensable role in introducing philosophy from schools and giving the opportunity to argue, reflect, evaluate and create (Espitia & Reyes, 2011). Likewise, they consider learning an active process of personal organization, construction, and transformation of the information provided. The child is a curious being by nature, learning by interacting with the social environment (Rafael, 2009) and being the vital interaction within the child's development to build knowledge (Ledesma, 2014).

In the same way, it was supported by the theoretical framework found that founded the study variables. Therefore, this model will respect the structure that is followed in every level within the incomplete stories, such as the beginning or introduction, the development or not, and the outcome or end that will help children improve critical and creative thinking every day (Martínez, 2011).

Despite having carried out an exhaustive analysis of updated theoretical bases that provided important information regarding the study variables. Other researchers can deepen this topic by using different sources that contain valuable data. They will start from previous works that have contributed to science by providing some solutions to solve this problem.

The incomplete story strategy model is based on theoretical bases and through learning activities. These can be considered narratives in which a part of the story is omitted to continue it. These can be worked on in the classroom as a group. In addition, it will allow children to imagine or create a beginning or end to the story. Finally, based on actual events, it will help develop reflection and discussion on possible solutions that would solve the problem (Giramundi, 2016).

In addition, the story is considered as a short story that recounts a real or fantastic event verbally or in writing (Soto, 2017). That allows little ones to use their imagination. It is the basis of thought, language, and creativity (Quispe & Huayta, 2019).

Using stories during the first years of life has benefits. Among these stands out the promotion and growth of creativity in children. By allowing them to imagine a different ending, invent new characters, or change some part of the story (Vazquez, 2019).

In the same way, through the story, empathy is worked by analyzing different situations in the story and putting yourself in the same situation as the character. When applied in learning sessions, it will allow asking questions, formulating hypotheses, thinking, analyzing, comparing, and freely expressing thoughts and emotions (Chepe et al., 2015).

Through incomplete stories, cognitive processes will be strengthened in children. That will turn them into critical beings by discovering the implicit or remote relationships of the text, as well as it will encourage the reading habit by immersing them in a world of fantasy.

According to what was stated above, actions could be carried out that allowed formulating and designing the incomplete story strategy model to develop critical and creative thinking, which was validated by five expert doctors in education knowledgeable in the subject who gave their unanimous agreement both in the design and in the elaboration. Thus, it was possible to guarantee that its efficacy and effectiveness can be evidenced at the time it is applied.

5. CONCLUSIONS

In this work, an incomplete story strategy model was designed to develop critical and creative thinking in four-year-old children from the I.E.I. No. 004 "Little Angels of Mary"-Chiclayo. The same one will provide a novel contribution to education by allowing students to improve these thoughts through incomplete stories when the said proposal is applied.

The level of development of critical and creative thinking in children of 4 years of initial education was diagnosed. Whose results were that most of them presented a medium level of critical and creative thinking, which allowed starting from this diagnosis to elaborate the proposed model.

An incomplete story strategy model to develop children's critical and creative thinking was developed. This was based on theoretical foundations and learning activities that guide its implementation.

The model of incomplete story strategies was validated through expert judgment, determining that the proposal, when applied, will help improve the critical and creative thinking of children.

It is necessary to encourage critical and creative thinking in students from early childhood to form more autonomous, reflective, and secure beings. For this reason, spaces must be created where the teacher can stimulate these thoughts by using different strategies within a climate of respect, collaboration and trust. Where the academic management units also promote activities that develop skills, abilities, and attitudes that lead children to the achievement of significant learning for better development in society.

Conflicto de intereses / Competing interests:

Los autores declaran que no incurrir en conflictos de intereses.

Rol de los autores / Authors Roles:

Sonia Vásquez: conceptualización, curación de datos, análisis formal, adquisición de fondos, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & edición.

Aurelio Ruiz-Pérez: conceptualización, análisis formal, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & edición.

Fuentes de financiamiento / Funding:

Sonia Vásquez; Aurelio Ruiz-Pérez



This work is under a Creative Commons Attribution 4.0 international license.

Los autores declaran que no recibieron un fondo específico para esta investigación.

Aspectos éticos / legales; Ethics / legals:

Los autores declaran no haber incurrido en aspectos antiéticos, ni haber omitido aspectos legales en la realización de la investigación.

REFERENCES

- Al-Hassawi, F., Al-Zaghul, I., & Al-Jassim, F. (2020). The effect of a project- based program to develop the of critical and creative thinking skills. *PEOPLE: International Journal of Social Sciences*, 6(1), 306-323. <https://doi.org/10.20319/pijss.2020.61.306323>
- Aldana, J. (2013). Pedagogy of Matthew Lpman: An alternative to the holistic growth of the students in the Bolivarian schools. *Revista Arbitrada de Centro de Investigación y Estudios Gerenciales*, 4(1), 72-87. [http://www.grupociieg.org/archivos_revista/4-1-5_\(72-87\)_Aldana_Zavala_y_otro_rcieg_agosto_13_articulo_id108.pdf](http://www.grupociieg.org/archivos_revista/4-1-5_(72-87)_Aldana_Zavala_y_otro_rcieg_agosto_13_articulo_id108.pdf)
- Araya, P., Giaconi, V., & Martínez, M. (2019). Pensamiento matemático creativo en aulas de enseñanza primaria: entornos didácticos que posibilitan su desarrollo. *Calidad en la Educación*, 50, 319. <https://doi.org/10.31619/caledu.n50.717>
- Arévalo, T. (2020). *Pensamiento creativo y crítico en la comprensión lectora de los estudiantes de primaria de una institución privada, Lince* [Universidad César Vallejo]. <https://hdl.handle.net/20.500.12692/51218>
- Basri, H., Purwanto, P., As'ari, A., & Sisworo, S. (2019). Investigating critical thinking skill of junior high school in solving mathematical problem. *International Journal of Instruction*, 12(3), 745-758. <https://doi.org/10.29333/iji.2019.12345a>
- Cabezas, E., Naranjo, D., & Torres, J. (2018). *Introducción a la metodología de la investigación científica*. http://repositorio.espe.edu.ec/bitstream/21000/15424/1/Introduccion_a_la_Metodologia_de_la_investigacion_cientifica.pdf
- Chepe, A., Tocto, C., & Palacios, L. (2015). La expresión oral en los niños y los cuentos. *UCV- Hacer*, 4, 116-120.
- Da Cruz, J. (2020). *Una propuesta para trabajar el pensamiento crítico en educación infantil* [Universidad del país Vasco]. <https://addi.ehu.es/handle/10810/43069>
- do Santos, F., & Fleith, D. (2015). Efeitos de um programa de criatividade para professoras em alunos do ensino fundamental. *Estudos de Psicologia (Campinas)*, 32(4), 755-766. <https://doi.org/10.1590/0103-166X2015000400018>
- Espitia, J., & Reyes, E. (2011). *Desarrollo del pensamiento crítico a través de la lectura del cuento infantil (cuentos de los hermanos Grimm)* [Universidad Libre]. <https://repository.unilibre.edu.co/handle/10901/6019>

- Estela, R. (2020). *Investigación propositiva*. Calameo. <https://es.calameo.com/read/006239239f8a941bec906>
- Giramundi, P. (2016). *Historias incompletas: ¿Te animas a completarlas y las compartes? ¿Te atreves a hacer un cómic? Todas las historias se publicarán y habrá un premio para la más votada*. Mira que cuento: Blog de Literatura Infantil y Juvenil. <https://miraquecuento.com/2016/03/09/historias-incompletas/>
- Hernández, C., & Carpio, N. (2019). Introducción a los tipos de muestreo. *ALERTA Revista Científica del Instituto Nacional de Salud*, 2(1), 75-79. <https://doi.org/10.5377/alerta.v2i1.7535>
- Hernández, R., Fernández, C., & Baptista, M. (2014). *Metología de la investigación* (Sexta edic). Mc Graw and Hill. <https://www.uca.ac.cr/wp-content/uploads/2017/10/Investigacion.pdf>
- Hernández, T. (2019). *El aprendizaje basado en el pensamiento crítico en niños de 10 a 12 años*. <http://www.conisen.mx/memorias2019/memorias/2/P290.pdf>
- Hopfenbeck, T., Double, K., Hachem, Y., & McGrane, J. (2020). *El impacto del programa de diploma en el desarrollo del pensamiento crítico*. Centro de Evaluación Educativa de la Universidad de Oxford. <https://ibo.org/globalassets/publications/ib-research/dp/dp-critical-thinking-summary-es.pdf>
- Klimenko, O., Aristizábal, A., & Restrepo, C. (2019). Pensamiento crítico y creativo en la educación preescolar algunos aportes desde la neuropsicopedagogía. *Katharsis: Revista de Ciencias Sociales*, 28. <https://dialnet.unirioja.es/servlet/articulo?codigo=7879500>
- Lasky, D., & Yoon, S. (2020). A creative classroom for everyone: An introduction to a small 'c' creativity framework. *Thinking Skills and Creativity*, 36, 100660. <https://doi.org/10.1016/j.tsc.2020.100660>
- Ledesma, M. (2014). *Análisis de la teoría de Vygotsky para la reconstrucción de la inteligencia social* [Universidad Católica de Cuenca (Ecuador)]. <https://gredos.usal.es/handle/10366/127738>
- Mackay, R., Franco, D., & Villacis, P. (2018). El pensamiento crítico aplicado a la investigación. *Universidad y Sociedad*, 21(1), 336-342. http://scielo.sld.cu/scielo.php?pid=S2218-36202018000100336&script=sci_abstract&tIng=en
- Martínez, N. (2011). El cuento como instrumento educativo. *Innovación y Experiencias educativas*, 39. shorturl.at/lyAT9
- MINEDU. (2016). *Programa Curricular de Educación Inicial*. 259. <http://repositorio.minedu.gob.pe/handle/123456789/4550>
- MINEDU. (2018). *Evaluaciones de Logros de Aprendizaje 2018 ¿Qué aprendizajes logran nuestros estudiantes?*
- Morales, P. (2018). Aprendizaje basado en problemas (ABP) y habilidades de pensamiento crítico ¿una relación vinculante? *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 21(2), 91. <https://doi.org/10.6018/reifop.21.2.323371>
- Muñoz, C. (2015). *Metodología de Investigación*. Oxford University Press.
- Ñaupas, H., Valdivia, M., Palacios, J., & Romero, H. (2018). *Metodología de la investigación cuantitativa - cualitativa y redacción de la Tesis*. <https://corlancash.com/wp-content/uploads/2020/01/Metodologia->

de-la-inv-cuanti-y-cuali-Humberto-Naupas-Paitan.pdf

- Nikolay, S. (2021). *Las investigaciones actuales sobre las teorías de Vygotsky en Educación Infantil* (1.ª ed.).
- Nomen, J. (2018). La escuela, ¿un receptáculo del pensamiento crítico?. *Folia Humanística*, XI(XI). <https://doi.org/10.30860/0048>
- Oprean, S. (2018). *El pensamiento crítico y creatividad*. Pedagogía Blanca. <https://www.pedagogiablanca.net/sin-categoria/el-pensamiento-critico-y-creatividad/>
- Quispe, C., & Huayta, E. (2019). Los cuentos infantiles como estrategia pedagógica para mejorar el pensamiento crítico en los niños. En *Repositorio Institucional - UNH*.
- Rafael, A. (2009). Las Teorías master en paidopsiquiatría de Vigotsky. *Master en paidopsiquiatría módulo I*. http://www.paidopsiquiatria.cat/files/teorias_desarrollo_cognitivo.pdf
- Ramírez, C. (2014). El Aprendizaje Basado en Problemas: estrategia didáctica que fortalece el pensamiento creativo. *PAPELES UAN*, 6(11), 61-71. <https://revistas.uan.edu.co/index.php/papeles/article/view/232>
- Raslan, G., & Barros, J. (2018). Criatividade na wscola: emancipação ou instrumentalização? *Educação & Realidade*, 43(4), 1499-1514. <https://doi.org/10.1590/2175-623675477>
- Rosidin, U., Kadaritna, N., & Hasnunidah, N. (2019). Can argument - driven inquiry models have impact on critical thinking skills for students with different personality types? *Jurnal Cakrawala Pendidikan*, 38(3), 511-526. <https://doi.org/10.21831/cp.v38i3.24725>
- Salazar, D., & Cabrera, X. (2020). Estrategias didácticas para fortalecer el pensamiento crítico en estudiantes de tercer grado de primaria en institucion de Chiclayo. *TZHOECOEN*, 12(1), 1-9. <https://doi.org/10.26495/tzh.v12i1.1240>
- Saldarriaga, P., Bravo, G., & Loor, M. (2016). La teoría constructivista de Jean Piaget y su significación para la pedagogía contemporánea. *Dominio de las Ciencias*, 2(3), 127-137. <https://dialnet.unirioja.es/servlet/articulo?codigo=5802932>
- Şenel, M., & Bağçeci, B. (2019). Development of creative thinking skills of students through journal writing. *International Journal of Progressive Education*, 15(5), 216-237. <https://doi.org/10.29329/ijpe.2019.212.15>
- Soto, M. (2017). The story as pedagogical mediation for the strengthening of literacy. *Zona próxima*, 27, 51-65. <https://doi.org/10.14482/zp.27.10979>
- UNESCO. (2020). *¿Qué se espera que aprendan los estudiantes de América Latina y el Caribe? Análisis curricular del Estudio Regional Comparativo y Explicativo*. <https://unesdoc.unesco.org/ark:/48223/pf0000373982>
- Vazquez, P. (2019). *La importancia de los cuentos en la etapa de Infantil*.