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Original article

Methodological strategy for reflective learning in primary school students

Estrategia metodológica para el aprendizaje reflexivo en escolares primaries

Estratégia metodológica para a aprendizagem reflexiva em alunos do ensino fundamental

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ABSTRACT

The teaching and learning process in primary schools must ensure that students learn how to study and research, awakening in them the desire and need to learn every day, and that this knowledge is qualitatively better. This means developing them comprehensively and in a multifaceted way across different areas: intellectual, social, ethical, aesthetic, and political-ideological. Learning plays a fundamental role in this process, and its results demonstrate that it is not always sufficiently reflective to prepare students for life and foster a well-rounded personality. This study employed methods from the theoretical level: historical and logical, analysis and synthesis, and inductive-deductive reasoning; and from the empirical level: document analysis, interviews, surveys, and observation. These methods are based on the general approach of dialectical-materialism. The results of the diagnostic study confirmed the scientific problem, justifying the need to promote the

importance of reflective learning in primary school students by proposing a methodological strategy for teachers at this level to enhance their professional development and contribute to students' reflective learning. This methodological strategy is relevant because it aligns with the ongoing improvements in primary education; therefore, it is essential to emphasize the importance of teachers continuing to develop activities that stimulate reflective learning in primary school students.

Keywords: learning; reflective learning; developmental teaching; methodological strategy.

RESUMEN

El proceso de enseñanza-aprendizaje que se desarrolla en las escuelas del nivel primario debe garantizar que los escolares aprendan a estudiar y a investigar, que les despierte el deseo y la necesidad de saber cada día y que ese saber sea cualitativamente mejor; eso significa desarrollarlos multilateral e integralmente en diferentes órdenes: intelectual, social, ético, estético y político-ideológico. En toda esta problemática, una función fundamental le corresponde al aprendizaje, cuyos resultados demuestran que no siempre es lo suficientemente reflexivo para permitir una preparación para la vida y el desarrollo de una personalidad armónicamente desarrollada. Para el desarrollo del trabajo se emplearon los métodos del nivel teórico: histórico y lógico, análisis y síntesis y el inductivo-deductivo; y del nivel empírico: análisis documental, entrevistas, encuestas y la observación, que parten de asumir como método general el método dialéctico-materialista. Los resultados del estudio diagnóstico permitieron constatar el problema científico, lo que justifica la necesidad de socializar la importancia del aprendizaje reflexivo en los escolares primarios con la propuesta de una estrategia metodológica dirigida a los maestros de este nivel para su preparación, generando con ello su contribución en el aprendizaje reflexivo de los escolares. La estrategia metodológica es pertinente, pues responde al perfeccionamiento que se lleva a cabo en la escuela primaria; por lo que se debe insistir en que los maestros continúen desarrollando acciones que conduzcan a estimular el aprendizaje reflexivo de los escolares primarios.

Palabras clave: aprendizaje; aprendizaje reflexivo; enseñanza desarrolladora; estrategia metodológica.

RESUMO

O processo de ensino-aprendizagem desenvolvido nas escolas de ensino fundamental deve garantir que os estudantes aprendam a estudar e a pesquisar, despertando neles o desejo e a necessidade de buscar o saber a cada dia, e que esse saber seja qualitativamente melhor. Isso significa desenvolvê-los de forma multilateral e integral em diferentes dimensões: intelectual, social, ética, estética e político-ideológica. Em toda esta problemática, uma função fundamental corresponde à aprendizagem, cujos resultados demonstram que nem sempre é suficientemente reflexiva para permitir uma preparação para a vida e o desenvolvimento de uma personalidade harmonicamente desenvolvida. Para o desenvolvimento do trabalho, foram empregados os métodos do nível teórico: histórico e lógico, análise e síntese e o indutivo-deductivo; e do nível empírico: análise documental, entrevistas, questionários e a observação, que partem de assumir como método geral o método dialético-materialista. Os resultados do estudo diagnóstico permitiram constatar o problema científico, o que justifica a necessidade de socializar a importância da aprendizagem reflexiva em escolares primários com a proposta de uma estratégia metodológica direcionada aos professores deste nível para sua preparação, garantindo, assim, sua contribuição na aprendizagem reflexiva dos estudantes. A estratégia metodológica é pertinente, pois responde ao aperfeiçoamento que está sendo realizado na escola primária. Portanto, deve-se insistir para que os professores continuem desenvolvendo ações que conduzam a estimular a aprendizagem reflexiva dos escolares primários.

Palavras-chave: aprendizagem; aprendizagem reflexiva; ensino desenvolvedor; estratégia metodológica.

INTRODUCTION

From the perspective of the changes taking place in today's world, countries and individuals without a constantly updated education would be marginalized economically, socially, and culturally. Citizens must be educated to learn how to learn and to make their knowledge last.

Educational systems, particularly primary education, are demanding the search for and implementation of concepts that address the social behavior of schoolchildren. The axiological and value-based dimension, the holistic development of their personalities, has a direct impact on the school as a social institution that must foster this development.

According to Morgado *et al.* (2023), learning is an extremely broad and complex process, encompassing academic, social, cultural, economic, and other contextual factors. However, to access this information and relate it coherently, one cannot rely only on teaching models focused on theory. On the contrary, one must appeal to deeper and more complex learning styles such as reflective learning, in which learning situations are identified and solutions are provided.

The foundation of this type of learning requires conceiving the student not as a passive recipient, but as a subject who actively reconstructs knowledge in interaction with his social and cultural environment (Coll, 2013).

The strategy to develop reflective learning is an aspiration of educators in educational institutions to reach the level of development of cognitive skills (competencies), and for this, autonomous, reflective, creative and innovative students are needed to make decisions, as a continuous process of reflection on school life.

In this didactic framework, the way in which the teacher guides and evaluates classroom progress is crucial. Saavedra (2021) insists that "feedback is a powerful strategy, which is part of the training process; it can make you aware of the actions you must take to improve and achieve satisfactory results, modifying your thinking to improve learning" (p. 315).

Such a reflective stance is not exclusive to the schoolchild; the teacher himself must consolidate himself as a reflective professional, capable of critically examining his practice in order to transform his traditional methodologies (Schön, 1995).

The needs expressed by the teachers interviewed undermine the purpose and objectives of primary education, as they demonstrate that the tendency towards rote, mechanical learning is still evident among schoolchildren, even though in recent decades numerous Cuban and other researchers and educators have directed their studies to substantiate and demonstrate the importance of implementing actions and results aimed at achieving increasingly reflective and rational learning to enhance the role of these schoolchildren in the development of cognitive activity.

In the specific case of reflective learning, a group of researchers have also stood out for their contributions regarding how learning should be structured to achieve genuine transformation in students, such as Silvestre and Zilberstein (2000) and Rico (1996), among others. They highlight the students' role in learning and emphasize the need for proper guidance from the teacher,

reaffirming the importance of stimulating reflective learning as a key condition for students' development.

These approaches are directly intertwined with the demands of developmental teaching, which promotes the active appropriation of scientific content in close relation to the evaluative functions of the personality (Castellanos *et al.*, 2002).

We agree with Guerra (2020) that:

> In order to truly form reflective, critical and independent schoolchildren, it is essential to achieve in them a developmental learning, that is, the learning that guarantees in the individual the active and creative appropriation of culture, fostering the development of their constant self-improvement, their autonomy and self-determination, in close connection with the necessary processes of socialization, commitment and social responsibility (p. 4).

Similarly, we share the opinion of Clavijo (2021), who considers that:

> Creating opportunities for students to actively engage in the teaching and learning process should be a priority for all teachers interested in promoting meaningful learning. Therefore, simply implementing student-centered teaching models and strategies cannot be considered a guarantee of educational quality.

Therefore, a well-articulated methodological structure is required, since methodological strategies in the school setting constitute integrated sequences of actions and procedures consciously designed to achieve specific pedagogical objectives (Valle, 2012).

Something of vital importance for achieving reflective and developmental learning is also the selection of methods and procedures to be used during the class.

In this regard, methods that guarantee an active role for students should prevail, enabling them to be protagonists of their own learning so that what they learn can be used by them throughout their lives. To operationalize this concept in the classroom, it is pertinent to adopt formative learning models that place the student at the center of the processes of self-evaluation, peer evaluation, and self-regulation of their intellectual activity (Bermúdez & Pérez, 2004).

It is also very important that, in order to carry out true reflective learning, it is very beneficial for families to be involved in the process. In this sense, we agree with Villegas (2023) that "it is very important that families are well informed about the Reflective Learning method so that they can help from home" (p. 8).

The different ways to do this include: asking questions, using the natural environment to stimulate the schoolchild's natural curiosity about the world around them, and providing toys or open-ended activities that allow them to direct their play in different ways.

That is why the objective of this work is to socialize the importance of reflective learning in primary school students with the proposal of a methodological strategy aimed at teachers of this level for their preparation, thereby guaranteeing their contribution to the reflective learning of school students.

MATERIALS AND METHODS

The study was conducted in the municipality of Candelaria, in the province of Artemisa, specifically at the Armando Pedro Semi-Boarding School. The study population consisted of 100 first-grade students enrolled in the Spanish Language course, along with their four teachers. The entire population was used as the sample. The sample selection criterion was purposive.

The research employed methods based on the general principle of dialectical-materialism, which allowed for the study of the object as a process, the identification of its components and the main dialectical relationships among them, as well as their contradictions, and the grounding and integration of the other methods used. Thus, theoretical methods were used to facilitate the understanding of the facts and phenomena associated with the object of study.

The historical-logical method was used to explain the history of the development of the reflective learning process in primary school and to reveal its essence, needs and regularities in its historical development; in addition, a systematization was carried out on reflective learning, mainly at the primary level, by different authors of recognized prestige.

Analysis and synthesis made it possible to break down the reflective learning process in primary school into its various components, study them, establish the necessary relationships, and reach conclusions about the object of study.

Induction and deduction were used to infer conclusions after analyzing theoretical positions, background, and practical results related to the reflective learning process in primary school.

Empirical methods made it possible to obtain relevant information about the object's characteristics. The following methods were used:

- Documentary analysis: for the study of different documents such as: syllabus, methodological guidelines, textbooks, lesson plans, reports of visits made by municipal and provincial authorities, as well as theses and articles from scientific journals related to reflective learning in primary school.
- Interviews: to delve deeper into the criteria and experiences that primary school teachers have regarding reflective learning.
- Survey: to gather opinions and points of view from teachers about the reflective learning process in primary school.
- Observation: It was systematically used to check if classroom activities contribute to stimulating reflective learning in schoolchildren.

Among the statistical methods used were descriptive and inferential statistics, to process the information regarding the characterization of the current state of the teacher preparation process at the primary level, the diagnosis and the partial evaluation of the strategy.

RESULTS

The application of theoretical, empirical and statistical methods, and their subsequent triangulation, allowed for a comprehensive diagnosis of the current state of reflective learning in the study context, yielding the following specific results.

The study of course syllabi, methodological guidelines, textbooks, and lesson plans revealed an explicit lack of a specific methodology for stimulating reflective learning. Curriculum documents do not offer teachers concrete guidelines, activities, or procedures for systematically fostering reflection, in-depth analysis, and self-regulation.

One hundred percent of first-grade teachers reported being aware of the importance of reflective learning, but acknowledged lacking the practical methodological tools to implement it effectively. They agreed that their teaching practice focuses predominantly on rote memorization.

The observation of 16 Spanish Language classes allowed for an assessment of the teaching and learning process within the real classroom context. Seventy-five percent of the teachers' performance showed potential that could be leveraged to foster more reflective learning among students.

Triangulation of the results obtained through the different methods and instruments applied allowed us to arrive at comprehensive considerations about the object of study.

It was observed that a situation, while not unfavorable, demands the implementation of actions that promote a more systematic work oriented towards stimulating reflective learning in first-grade students.

Based on the above elements, the need to design a methodological strategy aimed at preparing teachers was confirmed, providing them with the necessary tools to transform their pedagogical practice and effectively promote the stimulation of reflective learning in schoolchildren.

Rationale for the methodological strategy

The term strategy has been defined by various authors as a polysemous concept that is assumed according to the interests and the research context, in such a way as to project a qualitative change in the system by eliminating the contradictions between the current state and the desired state.

Strategies require defining problems, proposing objectives, allocating resources, and planning actions. They are characterized by their flexibility and the possibility of being modified in response to changes in the participants.

Based on these theoretical assumptions, this research assumes that a methodological strategy is a set of planned, systematic, and flexible actions, supported by philosophical, sociological, psychological, and pedagogical foundations; these actions are aimed at preparing teachers in order to transform their educational practice and promote reflective learning in students.

sociological foundations are based on the dialectical relationship of the educational phenomenon within its social projection, intimately linked to the essential aspects of human life. In the methodological process, relationships are established among administrators, teachers, and students, leading to the enrichment of everyone's knowledge, skills, feelings, and values. This fosters the

cognitive, socio-affective, axiological, and creative development of the personality and will have a significant influence on stimulating reflective learning in primary school students.

In the case of the psychological foundations for the formation of the methodological strategy, interpretations of dialectical and historical materialism were taken into account, in relation to the historical cultural approach; in particular, the ideas related to learning as a social activity, the active role of the subject in his learning and the unity of the cognitive and the affective in teaching, which allows higher levels of professional development in teachers, based on activity and adequate communication with other teachers, managers and school staff.

From the pedagogical point of view, consideration was given to the relationship between methodological work theories and the development of skills with the integral formation of the teacher's personality, where the instructional, the educational and the developmental are coherently combined and where principles of pedagogy are made evident, such as: the link between theory and practice, promoting a process that allows, from methodological work, the preparation of teachers so that they can influence the stimulation of reflective learning in primary school students.

Qualities of the methodological strategy

The proposed methodological strategy is aimed at stimulating reflective learning in primary school students and is characterized by its:

- Objectivity: the whole strategic projection is conceived from the results of the diagnosis carried out on the teachers in their context of pedagogical action.
- Developmental character: it allows demonstrating that conscious change and transformation will enable the emergence of superior qualities that will surpass the previous ones; that is, a spiral development from simple to complex will occur in the teacher, which will allow him to positively and consciously influence the stimulation of reflective learning in primary school students.
- Systemic character: it is appreciated among its main components: diagnosis, objective and actions of each stage of strategic planning and implementation.
- Collective work: its essential premise is collective work, which starts from the unity of criteria and action, to achieve the stimulation of reflective learning in primary school students.
- Flexibility: it can be permanently redesigned, depending on the characteristics of the context where it is applied.

- Update: This is manifested in the fact that the methodological strategy takes into account the main pedagogical and didactic conceptions on teacher preparation at the national and international level.
- Evaluative capacity: in the methodological strategy each action allows to be evaluated, as the methods, instruments and techniques are designed to control its effectiveness.

Objective of the methodological strategy

Based on the results of the diagnosis and the theoretical foundations that support reflective learning in primary school children, the following objective of the strategy is formulated: to contribute to the stimulation of reflective learning in primary school children, based on the execution of a system of actions aimed at first grade teachers, to achieve the improvement of said process.

Planning and implementation of the methodological strategy

To assess the teachers' disposition and motivation and make the relevant adjustments during the implementation stage of the methodological strategy, the implementer can use qualitative methodology techniques such as: inventories, positive, negative and interesting or sentence completion, among others.

Stages of the methodological strategy

First stage. Creation of the preconditions for the implementation of the methodological strategy.

Action 1: Conduct a methodological workshop with the first grade teachers.

Objective: to analyze problems, causes and possible solutions that allow us to influence the stimulation of reflective learning in schoolchildren.

Methods: presentation, debates, analysis of logical content schemes and documents.

Resources: bibliographic sources, reports of visits to the center, as well as academic results of the schoolchildren.

Responsible: researchers.

Participants: first grade teachers from the Armando de Pedro semi-boarding school.

Forms of evaluation: systematic, promoting exchange, based on co-evaluation and self-evaluation of their difficulties and potentialities.

Deadlines for completion: April 2023.

Instrumentation: Its purpose is to allow a thorough analysis with teachers about the problems they encounter when working on reflective learning, the causes of these problems, and to introduce the fundamental elements of the methodology that is intended to be implemented to stimulate reflective learning in primary school students.

It is suggested that from the very first interaction, activities that foster collaboration skills should be used, as establishing good group communication influences the work that the group and its members will carry out. It is proposed to begin with the application of relaxation techniques that facilitate an efficient professional exchange. Examples of these techniques could be brainstorming, keywords, and so on, culminating in the PNI (Positive, Negative, and Interesting) analysis.

Action 2: Develop methodological strategies that address the fundamental elements for stimulating reflective learning in primary school children.

Objective: To develop methodological strategies that address the fundamental elements for stimulating reflective learning in primary school students.

Methods: literature review, document analysis, modeling.

Resources: bibliographic sources, documentary sources, logical content outlines, visit reports.

Responsible: researchers.

Participants: first grade teachers from the Armando de Pedro semi-boarding school.

Evaluation methods: application of interviews and questionnaires to teachers.

Deadlines for completion: May-June 2023.

Implementation: These clarifications have the fundamental purpose of explaining to teachers how to implement the methodological strategy for stimulating reflective learning in schoolchildren, proposed by the researchers, thus contributing to the formation of the students' personality.

Second stage. Implementation of the methodological strategy.

Action 1: Develop a methodological seminar.

Objective: To assess the rationale of the methodological strategy for stimulating reflective learning in primary school children, through discussion, scientific debate and methodological work, in such a way that it contributes to the training of the primary school teacher and, in this way, to be able to influence the school children and contribute, in addition, to their training and preparation for life.

Methods: collective and independent work, bibliographic review (articles, master's and doctoral theses, etc.), documentary analysis, presentation, debates, workshops, analysis of logical content schemes.

Resources: bibliographic sources, documentary sources, textbooks, concept maps, logical schemes and results of the diagnosis of schoolchildren.

Responsible: researchers.

Participants: first grade teachers from the Armando de Pedro semi-boarding school.

Forms of evaluation: systematic observation of the teachers' way of acting, application of various techniques, such as: interviews and questionnaires; in addition, the evaluation of the researcher and the teachers, supported by co-evaluation and self-evaluation.

Deadlines for completion: July 2023.

Implementation: In teacher preparation, the assumption of the seminar as a form of process organization favors the integration between theory and practice, allowing them to use their existing knowledge and experience to acquire new knowledge through their participation in proposals to be implemented for the stimulation of reflective learning, which will impact the improvement of their performance in order to transform reality.

An open and frank atmosphere should prevail in the seminars, fostering exchange within the group activity, with each member contributing knowledge, assessments, experiences, and criteria based on their previous work. It is important for the facilitator to be aware of the group dynamics, as this allows them to evaluate the situations that arise during interaction. All seminars should combine educational and instructional elements to achieve the goals of primary education.

This seminar will address a central problem related to the methodology for stimulating reflective learning in primary school students. It will begin with analyses and reflections among participants on the completion of previously assigned tasks, as well as their application in the teaching and learning process. It is essential that each seminar leads to generalizations based on collective exchange, as a means of preparing and developing teachers. The seminars facilitate professional exchange and the acquisition of effective teaching practices.

Action 2: Projection of the methodological strategy for stimulating reflective learning in primary school children.

Objective: to implement in the cycle's work strategies the methodological strategy for stimulating reflective learning in primary school students.

Methods: debates, modeling, and document analysis.

Resources: logical content schemes, bibliographic sources, conceptual maps, and diagnosis of students and teachers.

Responsible: researchers.

Participants: first grade teachers from the Armando de Pedro semi-boarding school.

Evaluation methods: individual and group interviews.

Deadlines for completion: September 2023.

Implementation: Working within the cycle, as a narrow framework for the methodological practices of primary schools, allows work plans to focus more on the specific needs of a group of teachers, thus ensuring a more personalized methodological approach. The aim is for teachers, through self-

reflection and group reflection, to be able to identify any limitations that might prevent them from successfully implementing the new procedure studied through the methodological activity.

Action 3: Organize new methodological activities with the first grade teachers of the Armando Pedro semi-boarding school, according to the needs of the first grade teachers.

Objective: To consolidate the preparation of first grade teachers through the methodological work plan of the cycle regarding the methodological strategy for stimulating reflective learning in schoolchildren.

Methods: debate, group exchange.

Resources: classroom, computer, software, blackboard, documentaries, slides and selected texts.

Responsible: researchers.

Participants: first grade teachers from the Armando de Pedro semi-boarding school.

Forms of evaluation: evaluation through agreed dimensions and indicators and using the evaluation of the researchers, supported by co-evaluation and self-evaluation.

Deadlines for completion: October-January of the 2023-2024 academic year.

Implementation: The methodological work developed by teachers constitutes one of the main avenues for their professional development in stimulating reflective learning in students, because it fosters, through its various forms, the improvement of teachers' theoretical and pedagogical knowledge. The work system proposed below is both systematic and flexible; that is, it allows for adaptation according to the difficulty of the content being taught and the progress teachers make in implementing the studied procedure.

The implementation of this action will involve several methodological activities, which are outlined below:

- Methodological instructional class: an instructional methodological class will be developed, led by the main researcher and with the participation of the cycle head, with the objective of

demonstrating how to implement the methodological strategy for the stimulation of reflective learning in schoolchildren from the Spanish Language classes for first grade.

- Demonstrative methodological classes: Two demonstrative methodological classes will be developed in the subject of Spanish Language for first grade, led by the head of cycle, with the objective of demonstrating to the teachers who teach the subject how to implement the proposed methodological strategy through the class, for the stimulation of reflective learning in schoolchildren.
- Open classes: One of the teachers will conduct an open Spanish Language class for first grade, with the aim of demonstrating how to implement the proposed methodological strategy for stimulating reflective learning. Following the class, a discussion will take place where participating teachers will exchange opinions and arrive at methodological conclusions that will allow them to adopt criteria and positions for stimulating reflective learning.
- Classroom observations: These will be conducted by the cycle leader and researchers to verify the practical application of the concepts covered regarding the stimulation of reflective learning in students. Classes will be observed according to the plan outlined in the cycle's methodological work system.

Third stage. Evaluation of the effectiveness of the methodological strategy.

This stage takes on an evaluative character by enabling the final evaluation of the methodological strategy that was carried out as a process, both individually and collectively, throughout its application.

Action 1: Check the effectiveness of the proposed methodological strategy for stimulating reflective learning in schoolchildren.

Objective: to evaluate, through the behavior of schoolchildren in the different activities carried out during the implementation of the methodological strategy, as well as in an exchange with the researchers, the development achieved by them in terms of reflective learning.

Methods: Schoolchildren were exposed to questions posed by the researchers. All responses were given orally.

Means: agreed dimensions and indicators.

Responsible: researchers

Participants: teachers and first-grade students from the Armando de Pedro semi-boarding school.

Forms of evaluation: through observation by the researchers (and according to the performance of the schoolchildren in the answers to the questions asked).

Deadlines for completion: February 2024.

DISCUSSION

The results of this research are epistemologically grounded in the tenets of Vygotsky's sociocultural approach (1978). This theoretical choice allows us to address reflective learning as a higher psychological function of social origin. First, the principle of communication emerges as a fundamental pillar. The proposed strategy, by emphasizing mediated dialogue and collaboration, creates a Zone of Proximal Development (ZPD) where students, guided by the teacher and in interaction with their peers, can transcend their current level of development (Vygotsky, 1978).

The findings confirm that it is in this intersubjective space where reflective thinking is activated, by forcing the student to verbalize, justify and contrast their points of view, progressively internalizing the tools for self-regulation.

Secondly, the principle of activity is materialized in the designed actions. The strategy proposes learning situations where the student is an active agent. Observation of classroom dynamics revealed that when tasks demand more than rote repetition and promote the conscious search for solutions, the conditions for deeper cognitive processing are created. This demonstrates the continued relevance of structuring teaching through reflective tasks aimed at the conscious assimilation of culture (Rico, 1996; Zilberstein & Olmedo, 2014).

The integration of cognitive, affective, and evaluative principles is the most powerful distinguishing feature of this approach. Reflective learning is not conceived here as a purely intellectual act, but as a process in which the motivational sphere plays a decisive role. By creating a climate of trust where mistakes are seen as opportunities, a positive affective link is established with the act of thinking, ensuring that knowledge is lasting.

The direction of the strategy towards the preparation of first grade teachers at the Armando de Pedro semi-boarding school responds to the need to provide the teacher with concrete methodological tools, transforming their role from transmitter to essential mediator of development.

The results obtained in this research coincide with those proposed by Díaz and Martínez (2021), who point out that the professional development of mathematics teachers in lower secondary education is a challenge that requires methodological strategies focused on reflection on practice. In this sense, the proposed strategy aligns with Bernaza's *et al.* (2020) ideas. emphasize that postgraduate education must adapt to emerging scenarios, a point that also applies to primary education, which demands increasingly autonomous and reflective learning approaches. Similarly, Bonilla *et al.* (2020) underscore the importance of integrating essential components into initial teacher training, reinforcing the need to incorporate reflective learning from the earliest educational levels. Armah (2017) offers an international perspective, noting that teacher training and continuous professional development are key factors in improving the quality of education in basic education contexts.

From a curricular perspective, Osorio (2017) argues that the curriculum should be understood as an intersection of social practices where the teacher problematizes the content and encourages student research. This view is consistent with the designed methodological strategy, as it promotes the development of skills for primary school students not only to acquire content but also to reflect on their own learning. Similarly, Caicedo *et al.* (2015) emphasize that the professional performance of teachers in primary education is historically conditioned by the contexts in which they are trained and work, which justifies the need for contextualized and flexible strategies that respond to the specific characteristics of each school environment.

In light of the results and the discussion presented, the following conclusions can be drawn.

The proposed methodological strategy, based on the principles of communication, activity and integrality of the cognitive-affective-evaluative aspects of the historical-cultural approach, is validated as an effective theoretical-methodological framework to promote reflective learning in primary school students.

The success of the strategy's implementation is conditioned by a systematic process that allows teachers to transform their practice and act as conscious mediators in the Zone of Proximal Development of their students.

The application of the methodological strategy not only stimulates higher cognitive processes such as analysis and reflection, but also contributes to the acquisition of more meaningful and lasting learning, by comprehensively involving the motivational and axiological sphere of the student.

This confirms the urgent need to continue emphasizing and deepening methodological work with teachers, specifically focusing on stimulating reflective learning, as this is a fundamental way to contribute to achieving the goal of primary education: the comprehensive development of an autonomous, critical student with tools to learn throughout life.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.

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