

CREATIVITY

IN INDEPENDENT WORK

LA CREATIVIDAD EN EL TRABAJO INDEPENDIENTE

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ABSTRACT

This research was carried out to develop the creative potential of polytechnic school students during the process of their training as future professionals. For this, the subject of English is used due to the importance that it has within its study plan and that they must be able to communicate and carry out different activities related to this specialty in both English and Spanish. In addition, it is a pressing need to contribute to the development of creativity in the independent work of all our students. The use of a broad and diversified system of activities in independent work favors the increase in the creative achievements of our students, taking into account that creativity appears and develops where their interests and fundamental motives are concentrated.

Keywords: Creativity, independent work, English.

RESUMEN

Esta investigación se llevó a cabo para desarrollar las potencialidades creativas de los estudiantes de escuelas politécnicas durante el proceso de su formación como futuros profesionales. Para ello se utiliza la asignatura de inglés debido a la importancia que reviste dentro de su plan de estudio ya que ellos deben ser capaces de comunicarse y realizar diferentes actividades relacionadas con esta especialidad tanto en el idioma inglés como en español. Además, es una necesidad apremiante contribuir al desarrollo de la creatividad en el trabajo independiente de todos los estudiantes. La utilización de un sistema de actividades amplio y diversificado en los trabajos independientes propicia el incremento de las realizaciones creativas de nuestros estudiantes teniendo en cuenta que la creatividad aparece y se desarrolla allí donde se concentran sus intereses y motivos fundamentales.

Palabras clave: Creatividad, trabajo independiente, inglés.

INTRODUCTION

Creating is a living and enriching adventure in multiple directions. It causes unusual discoveries of personal possibilities, it finds keys, solutions that lead to a high productivity of novel ideas.

The creation is a reinterpretation of reality enriched by experience and fantasy. Part of the accumulated information to produce new information, originality that is not only enhanced by the contribution of knowledge and experiences, but also by the different readings, interpretations, fantasies that are interwoven in the joint task.

From the Marxist point of view, creativity constitutes an essential aspect of the human being, since the man who is the architect of his history is the only one capable of transforming the environment, creating culture and transforming himself. The creative act arose with the hominids that made the first instruments. This creative act that is generated in community and together with the creation of the instruments, language, myths, social organization, etc. are created. which, in their slow historical development, give rise to all culture.

Creativity is one of the basic aspects that differentiate the human psyche from the animal since it does not create anything.

Creativity is a potentiality that requires the course of a set of personological resources to express it in the relationships of the subject. Like all potentiality, it is a structural component of the personality and has its origins and social characteristics (Mitjans, 1995).

Independent work plays an important role in the teaching-educational process since if students develop cognitive independence, they can encourage creativity. With independent activity, scientific work habits are created, knowledge, skills and abilities are acquired to be able to respond to the needs of the society that we build.

The creative potential in independent activity is developed through the exercise of the imagination, divergent and analogical thinking, wonder, spontaneity, free associations of ideas, they help to recover the child who one day knew how to dream, they lead to look and feel in free, naive and imaginary form.

This work is especially aimed at linking creativity with independent work, a product of the importance of this problem not only in polytechnic schools, but also in other levels of education.

Specifically in Technical Education, it has been found that students are motivated by the subject of English, but in their study program there are few contents related to their

specialty, therefore it is necessary to introduce different activities related to the specialty, designed taking into account the interests of students linked to the problems that they are able to solve and thus develop creativity in independent work.

To carry out our ideas, it is necessary to take into account the importance of the English subject within their study program, since students must communicate to perform different activities related to gastronomy in both English and Spanish.

In addition, we must know that creativity is a necessary adventure, almost essential in all areas of production and services, in the historical moment in which Cuba, harassed by the double blockade and determined to build Socialism, urgently needs to develop creativity of all our people and especially of our students, who are preparing for the future.

Therefore, the objective of our work is the elaboration of a system of activities for independent work that promotes the development of creativity in Gastronomy specialty students.

That is why our research problem is as follows: Currently, the contribution of the English subject in the development of the creative potential of polytechnic school students during the training process as futures gastronomic is scarce. The following question arises from this: can creativity be developed in students of polytechnic schools through independent work directed by the English subject?

Generally, in the bibliography consulted, creativity is not specifically worked in independent activity. Many well-known authors have approached these two terms separately and our purpose is to link them; here is the important and novelty of our work.

DEVELOPMENT

Every day the need to develop teachers and students' creativity to train workers capable of solving problems and actively contributing to society becomes more pressing.

In the psychology of the dialectical materialist orientation, creativity has also been the object of constant analysis and concern. In our country, the investigations of Mónica Soria, Alicia Minujin, América González, Albertina Mitjans stand out.

América González has approached the phenomenon with an integral conception in which attention has been given to both complex personality formations such as: self-assessment, and setting goals voluntarily and consciously. In her works, great importance is given to the concept of procedural motivation, understood as the pleasure,

affective and cognitive enjoyment that the process of creating something new provokes in the subject, even when the final result has not arrived, this aspect it is of great importance since motivation is necessary for all types of activity that is carried out. Within the studies carried out by the author, the search for solutions to real problems and the maximum use of group creativity through the use of group work techniques stand out. Day after day, creative group work becomes more important. "There are several investigations of the productivity of people while working in groups, the execution of these tasks necessarily implies the handling of vast information that cannot be possessed by a single person or the practice of several individuals. However, when the information or actions to carry out the task can be mastered by one subject, it may be the case that a single person outperforms the group" (González, 2002).

Every minute the study and analysis of creativity gains greater significance given the constant changes that are introduced into daily life. That is why it is necessary to face the changes, but it is not enough, we must prepare to participate actively in the gestation of this process. This can only be achieved by displaying our creativity.

According to Felipe Chivas, "there is a significant number of definitions that can be classified into four categories according to the aspect they focus on:

- The creative personality.
- The creation processes.
- The new product created.
- Social influences (Ortiz, 2021).

This author proposes that "creativity is that process or faculty that allows finding novel relationships and solutions based on already known information and that encompass not only the possibility of solving an already known problem but also implies the possibility of discovering a problem there where the rest of people don't see it" (Ortiz, 2021).

Enrique Chivas adheres to the criteria of the researcher Barron who states that there are three levels of creativity:

- The first level the individual level.
- The second level the level for the whole society.
- The third level the level for all humanity (Ortiz, 2021).

Given that schemes are broken and barriers are broken down on all the second and third levels, the display of creativity sometimes results in doubt and incomprehension, which can become manifested aggressiveness on

the part of contemporaries towards the subject that creates or towards the result obtained.

It has been shown in many investigations that creativity and intelligence are not concurrent concepts, since subjects with a high IQ are not creative and subjects who did not have a high IQ are very creative. This is because subjects with a high intelligence coefficient easily find the solution to problems and the creative subject is more concerned with generating new ones. But it has been proven that a minimum level of intelligence is essential to be creative.

In recent decades, research works have been carried out that show that we all have a strong and powerful creative potential that is progressively lost as stereotyped knowledge is received at school and at home that will inhibit such potential. Parallel to this, there are research that illustrate that creativity can be restored in those individuals who seemed to have lost it, if it is exercised properly.

That is why through this work we want to contribute to the development of creativity in students linking it with independent work taking into account their interests and aspirations.

Creativity is largely due to the fact that we keep intact the curiosity and ability to be amazed that children have on the surface. The social influences received are restricting our imagination and making us overly critical beings.

Fortunately, the latent creativity that we all possess is never completely lost, but remains buried and by carrying out exercises and creative techniques, as well as adopting a more flexible and open attitude towards the phenomena of life, it can be recovered, although not become a genius. Precisely through a system of exercises we will recover that creative potential in our students.

Felipe Chivas offers us some practical recommendations that, according to his experiences and the scientific reading consulted, can be of great help to be more creative and that will later be used in our work.

1. Expand your horizons:

- Set aside time to read and think about other topics that are the focus of your interest.
- Collect and file clippings and ideas that you find interesting.

2. Grow your own field

- Get informed using all possible sources.
- Look for the key factors in a problem and try to isolate them.

- Question all assumptions made about the problem being raised.
- Don't be too quick to dismiss unorthodox and unusual ideas.

3. Punctuate

- Ask yourself over and over again what are the true limits of your problem.
- Analyze the problem and list the variables that make it up.

4. Marry ideas

- Write down ideas and various methods that might solve the problem.
- Refuse to let initial failures get you down.
- Beware of the dangers of clinging on too soon (Ortiz, 2021).

These authors start from the same general philosophical support. They consider that one of the essential aspects of creativity is motivation and this is only expressed in the unity of the affective - cognitive and is the creation of something new.

However, not all of them give the same weight to the term creativity. Some admit it in an individual sense, others in a group sense and many others in a social sense.

In this research we take as a starting point the concept given by Mitjans (1995) in her book *Think and Create* since we consider that it is in accordance with our work because it analyzes creativity as a process of the personality in its entirety that is expressed in the union of the affective-cognitive that constitutes the essence of the regulating or guiding role of behavior manifested by the personality. She explains that the capacities of complex thought characteristic of the creative personality operate where the subject's motivation is compromised. She also argues that creativity is associated with the subject's hierarchy of motives, since it creates where its fundamental needs and motivations are concentrated.

According to this author, "creativity is not just another skill, but rather a complex process of human subjectivity that is based on a set of personological resources that specifically configure and regulate the creative behavior of the subject" (Díaz & Mitjans, 2013).

In agreement with the authors previously cited, Escobar et al. (2020) share the same perspective, considering that creativity arises from a set of directed and structured educational influences, to develop the main personological elements in the process of discovering or producing something new, in order to meet the demands of a certain

social situation; where the unity of the cognitive and the affective is considered an essential principle.

The thesis of the personological character of creativity essentially consists in considering it as an expression of personality in its regulatory function, as an expression of specific personological configurations that, materialized or not by the intentional action of the subject, play an essential role in determining behavior. Creative.

The author bases this thesis on five fundamental elements:

1. In creativity, the link between the affective and the cognitive is expressed, which is the essential cell of behavior regulation for the person.
2. Creativity is associated with the presence of a diverse set of structural elements of personality, among which complex motivational formations stand out, especially professional intentions and self-assessment.
3. Creativity is associated with the presence of important indicators and fundamental expressions of personality, especially flexibility, personalized cognitive elaboration, future projection and the capacity for self-determination.
4. The understanding of creativity is related to the conceptual distribution between the subject and personality categories, which makes it possible to explain the different psychological determination of many creative behaviors.
5. Creativity is an expression of specific personological configurations that constitute various forms of systematic and dynamic expression of the structural and functional elements of the personality that intervene in creative behavior: creative configurations (Mitjans, 1995).

There are several strategies that help to develop creativity in independent work:

- Using techniques for creative problem solving.
- Troubleshooting courses.
- Courses to teach thinking.
- Experiential seminars and creative games.
- Use of art for the development of creativity.
- Modifications to the school curriculum.

The results of the investigations to think and create are very important since they favor the emergence of study programs where a declarative and little procedural teaching is not prioritized, but rather the development of skills or intellectual capacities where the responsibility for learning falls more on the student increasing interest and motivation. The teacher would stop being a simple transmitter of knowledge and would become a constant questioner of

the student. It would develop a rich and full personality in teachers and students since both would grow in the teaching-learning process with different intellectual and affective capacities (Mitjáns, 2000).

Due to the current development of psychology and the pedagogy of creativity, we defend the strategy of working specifically on the elements of the communication activity systems, where the individual is immersed, since it contributes to develop the personological resources that facilitate creative behavior.

Chávez and Rojas (2021) state that creativity is important in education, as it promotes the socialization of ideas, strengthens students' self-esteem, constitutes a meeting point between imagination and reality, and allows the development of creative processes.

Seminars, courses and programs for the development of creativity in youth and adulthood may be partial positive effects, but the results are minimal compared to the school system from kindergarten to university education.

As we have been able to appreciate creativity is a necessary and essential aspect in our research linked to the independent work of students occupying an important place within the educational teaching process. That is why, this topic has been addressed by a number of pedagogues and methodologists. The idea about the important role of independent work arose many years ago under the influence of prominent personalities such as: J.A. Comenius, J.E. Pestalozzi, A. Desterberg, K.D. Ushinski, B.F. Zues, others and from 1931 stand out: R. M. Mikelson, E.Y. Golant, B.P. Yesipov, V.P. Stressikosin, E.P. Brunout, P.I. Pidkasisty.

In our country we can highlight: Alicia Casas (1982), Juan Luis Bencosme (1982), López (1978), de la Tejada (1980), Mirta del Llano (2002) and Lidia Turner (1979).

The latter defines independent work as the set of activities that students carry out without the direct intervention of the teacher to solve the tasks proposed by him or her in the direction of the educational teaching process.

Lidia Turner Martí in her article "Teaching students to work independently is an unavoidable necessity", defines the independent work as..."the set of activities that students carry out without the direct intervention of the teacher to solve the tasks proposed by him in the direction of the educational teaching process" (Turner, 1979).

Alicia Casas states that independent work is any activity carried out by the student, individually or collectively, by orientation or own initiative, in which they correctly perform the task with the methods to develop it and apply

their knowledge and abilities without the direct intervention of the teacher (Casas, 1982).

Mirta del Llano considers it as: ..." Means of organization of the independent cognitive activity of students that is expressed through a set of teaching tasks directed by the teacher and in which the intellectual action, thinking and physical activity of the student, are mobilized to achieve the proposed objective." (Del Llano ,2002).

Juan Luis Bencosme states that "there are differences regarding the interpretation of the student's independent work. For example:

- It is the activity that allows solving a task without help.
- It is the activity in which there is always an initiative.
- It is the activity in which only the teacher deals with the orientation and direction of the work process that the students carry out without the teacher's help" (Bencosme, 1982).

They agree that the independent work of the students is the set of activities that they carry out without the direct help of the teacher. However, some of them consider it as a teaching method, others as a procedure and others as a way of organizing the class.

Daniyarovna defines independent work as a systematic activity aimed at developing theoretical knowledge, practical skills, and abilities through independent study material, creative and independent execution of practical tasks both in the classroom and outside the classroom. Independent work varies depending on the didactic purpose, function, degrees of complexity, and for whom (for individual or collective). (Daniyarovna, 2021)

Taking into account the objectives of our research we assume the concept given by the Soviet pedagogue P.I. Pidkasisty in his book "The independent activity of the students" where he states that it is: a means for the inclusion of the student in the independent cognitive activity as a means of its logical and Psychopedagogical organization (Pidkasisty, 1986).

The essence of independent work, as pointed out by P. I. Pidkasisty, "is necessary to find it in the links that unite the components of the independent activity, it is the student acting as the subject of the activity and the real objectives, the phenomena, etc., in quality of the objects of the activity. The link between the aforementioned elements can only be established in the interaction of both, taking the existence of a mental or cognitive problem as a starting point ". (Pidkasisty, 1986).

For the achievement of one of the fundamental objectives, the development of cognitive independence, it is still

not enough with the clear formulation of the problems and objectives, but it is necessary to establish as an essential issue, the presentation of independent work, as a system of didactic measures aimed at:

- Conscious assimilation of teaching material.
- The improvement of knowledge and its development
- The consolidation of knowledge
- The formation of practical skills of all kinds
- The formation of the tendency to independently search for new knowledge.
- It is necessary in addition to revealing the problem or objective in each task, these are structured through the harmonic and scientific system based.

Independent work requires that there be a task for the teacher and time to solve it, as well as making a mental effort for the student to do it correctly, there must also be motivation for the task.

To achieve the independent activity, there must be a certain level of independence of the students, who have certain basic knowledge of the subject of the activity, defined a key objective, so that everyone understands the task and masters the possible methods and ways for its solution. When students adequately and systematically coordinate the tasks, with the solution method applying at the same time the knowledge they have, the development capacities and the creative activity, to the solution of the problems without the direct help of the teacher and with an orientation opportune and adequate, it can be said that an independent work is being carried out by the student.

Independent activity is not a universal solution for all pedagogical difficulties and deficiencies, so it cannot be used indiscriminately for all subjects and teaching contents, although we can highlight the following positive aspects:

6. If it is directed correctly, the effectiveness of the process of assimilation of new knowledge increases, being this more active, conscious, deep and lasting.
1. Its effects are aimed at obtaining greater stability in the student's attitude towards learning.
2. A generalization of school performance is obtained since the student uses and puts into practice the knowledge acquired according to the activity, reinforces habits and skills and develops their cognitive abilities.
3. If it is carried out properly, it leads to achieving a productive attitude in the students towards learning, self-activity has a maximum expression.

The didactic value of independent work is in the way in which the teacher organizes and conducts the activity, achieving an increasingly productive work. The organization of work or independent activity has a fundamental importance in the results that must be obtained for it must:

1. Meditate on the theme or units that are most appropriate to the work.
2. Consider the objectives that you pursue with the activity.
3. Select the teaching aids and develop them.
4. Clearly prepare the instructions for the students, in such a way that they are understood by all.
5. Ensure the existence of basic skills and previous knowledge in students that make it easier to find the most appropriate methods and procedures for the task.
6. Make a proper distribution of tasks.
7. Prepare different variants of methods that students can use.
8. Plan adequately the time to carry out the activity.
9. Perform the task before to know the results.
10. Coordinate with the different factors that affect or influence the activity (library, factories, museums, institutions, personalities, etc.)
11. Define the way in which the results will be requested (oral or written or collective report, models, graphs, charts, tables)

In the independent activity of students at school, there is pedagogical anticipation of certain tasks and social and professional demands that must be satisfied in life. When activities of this type are carried out at school, we are contributing to the development of correct habits, such as cooperation and mutual aid, discipline, organized work, maximum use of creative potential, love of work, joy for the effort crowned by success, satisfaction for the triumph of the group and the partner, spirit of justice, feeling of collectivism which in its growing spiritual development leads to the formation, development and strengthening of morale among students.

The use of this method facilitates the appropriation of knowledge, creativity, the development of investigative and study habits and skills, cognitive independence, the ability for self-learning, motivation towards the profession and study activity. It embodies a whole series of internal and external aspects, of an objective and subjective nature, which makes its essence as a method be considered (García, 2023).

Many of the above-mentioned authors refer to different types of classifications for independent work taking into account:

1. The sources of knowledge
2. The didactic links.

To carry out this research, the classification proposed by the Soviet pedagogue P.I. Pidkasisty taking into account the structure of the activity from which four types of independent work are derived:

1. By models
2. Reproductive
3. Productive
4. Creative

Within these classifications, the one that will be used in this research is the independent creative works. Because in them students face new theoretical and practical situations that require deep application of knowledge, example: The disclosure of new aspects of the phenomena and objects of study, the recognition of new problems and their formulation, the determination of ways to solve new problems and problematic tasks posed by the teacher, the acquisition of new knowledge through of experiments of an investigative nature, the elaboration by own initiative of didactic means.

To develop creativity in independent work, a system of activities must be developed that must have the following characteristics:

1. They will adjust to the most current programs for practical application taking into account the motives, interests and characteristics of the students.
2. They reflect the foundations of problem teaching, increasing complexity according to grade level, eliminating routine and stereotyped.
3. The most possible multiple and heterogeneous variables with the possibility of selection that stimulates self-confidence.
4. Develop the student's confidence in his possibilities.
5. Promote self-evaluation.
6. Use the creative products of the students.
7. Encourage fantasy, free play of ideas, etc.

In order for all of the above to be carried out successfully, the important role played by the teacher must be taken into account since:

- It is capable of transmitting positive emotional experiences in relation to the subject, in the teaching and learning process, from its students.

Taking into account all the ideas expressed before:

Idea to defend: If in the subject of English, a system of activities for independent work with a productive and diversified character is put into practice, then the creative achievements of the students of polytechnic schools will increase.

Objective: The elaboration of a system of activities for independent work that favors the development of creativity in the students of the specialty of gastronomy in the polytechnics.

Various methods have been used in this research such as: theoretical, empirical, etc.

Methods

Theoretical methods allowed to deepen the knowledge about independent work and creativity. They stand out:

- The logical historical analysis that was revealed in the study of independent work and creativity and in the analysis of the different approaches or points of view that have been taken into account in their study.
- Analysis and synthesis: to decompose the problem into its parts and then reach general conclusions.
- Induction and deduction: to specify the links and the elaboration of tasks

Empirical methods:

- Observation to classes and other activities through participant observation.
- Student surveys to determine their opinions on the use of the activity system and the importance they attach to it.
- Document review: the different elements provided by the consulted documents will be collected.
- Statistical methods, for the analysis and interpretation of the data obtained as a result of the tests used.
- Parallel group method: With a control group and an experimental group

Population: Third year of gastronomy 110 students

Sample: 45 students representing 40.9%.

Instruments: Several instruments were used, among which we can highlight:

- Observation Guide.
- Survey questionnaire.

- Interview questionnaire.
- Test.

To carry out the important task of developing creativity in independent work, we applied several instruments, among which we can highlight surveys, interviews and experimentation in the polytechnics. We will present their results below.

From the surveys carried out on the students, we reached the following conclusions: the majority of third-year gastronomy students are interested in the English subject, and their future aspirations are aimed at providing services in restaurants and hotels. In addition, the subject classes are liked by the students. But they consider that the activities that relate their specialty to the subject of English should be increased taking into account their fundamental interests and motivations.

In the interview with the teachers and methodologists, the following conclusions could be reached:

Independent work is a necessity in our educational system to contribute to the development of habits and skills of our students in the different subjects and with it, encourage creativity taking into account their interests and motives.

An experimental group was selected in which the different activities proposed would be put into practice and a control group that would continue carrying out the tasks without variation.

In the diagnostic test carried out, the control group obtained 100% of students approved in the test, 72.7% of them (8) reached marks higher than 90 points; 9.09% (1) at 80 and 18.1% (2) at 70 points. However, the results of the experimental group were not the best since only 25% (3) of the students approved with marks between 70 and 80 points. So, a system of activities to encourage creativity in independent work taking into account the students' needs, interests and aspirations was carried out.

Acuña et al. (2020) maintains that, "today teachers are looking for different strategies to motivate children towards learning, which implies training in the management of different tools that help in this educational process so that they become, more than a form of entertainment, a medium that allows learning, in a creative way, in the different fields of knowledge."

In accordance with the aforementioned, we prepared a gastronomic glossary in both English and the mother tongue that would be used in the activities. A system of activities was elaborated to develop creativity in the independent work of the students, taking into account the program

of the subject, the skills and objectives of both English and other subjects and the specialty, the experience of different teachers as well as the students interests and motivations.

With the implementation of the activities, we were able to verify that the students like them so much because they were interested in them, performing them in the appropriate way. They learned the different contents related to the specialty, the foreign language, as well as, the technical vocabulary.

To check their effectiveness and the solidity of the acquired knowledge, we applied a test that generated the following results: In this test, students had to apply their knowledge to new problem situations using their creativity. Creativity is measured by the quality and originality of the responses.

The control group obtained 100% but only 18.1% (2) reached marks between 96 and 97; 36.3% (4) marks between 90 and 94; 36, 3% (4) between 80 and 90; 9.09% (1) between 70 and 80 points.

In the experimental group, the results were higher, 100% of the students passed the test and also reached scores above 95 points.

When comparing both groups in terms of the results obtained, the superiority of the experimental group is evident, this is what demonstrates the effectiveness of our system of activities since in the end the students of the experimental group obtained better results.

CONCLUSIONS

The following conclusion has been reached:

Creativity appears and develops in students when their interests and motives are taken into account in extensive and diverse independent work activities.

Recommendations

For all the above we recommend:

Continue deepening the study of creativity in independent work in Technical Education.

Use the exercises proposed in the independent works of the English subject and with this use the creative potential of the students taking into account their level, interests, methodological orientations, as well as putting them into practice systematically from the beginning of the school year.

To extend this experience not only in the subject of English but in the others that are taught in this teaching.

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