



La gamificación en el aprendizaje significativo de las asignaturas de educación básica [

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text (article)

Analítica

In the current context, it is essential to transform traditional education, based on the mere retention of information, towards an educational approach that teaches reflection, questioning and generating new ideas. The orientation of meaningful learning seeks to develop these skills by connecting previous knowledge with new information, placing the student as the central protagonist of their own learning process and through tools based on gamification, which incorporate game dynamics in the teaching process. -learning, it is possible to reinforce the knowledge of basic education. In the present investigation, a qualitative bibliographic review is used, with hermeneutics techniques and a critical review of bibliographic sources to analyze the possible limitations and challenges of the implementation of gamification in basic education, the role of the teacher as a facilitator of the significant learning in a gamified environment and recommendations are proposed for the effective integration of gamification as a teaching strategy in basic education subjects. It is concluded that the main limitations and challenges of the implementation of this strategy in basic education are related to personal, school and socio-environmental conditions, therefore the role of the teacher is important to maintain interest, educate by learning and be a mediator in games and gamified activities. Finally, it is suggested to adequately plan and design the games according to the student's profile, as well as the use of digital applications according to the needs of the subject

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