

Metacognition And Ict: a Fusion for the Development of Critical Thinking

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ABSTRACT

Introduction: This research addresses the issue of ICT integration in educational praxis, which is often limited to an instrumental use that inhibits the development of higher cognitive processes. The problem lies in the gap between technological access and students' metacognitive introspection capacity. The state of the art, supported by authors such as Barandica (2023) and Oviedo and Páez (2020), argues that learning must enhance the subject's multidimensionality. **Objective:** To analyze the integration of metacognition and ICT as a strategic fusion for the strengthening of critical thinking. **Method:** A qualitative paradigm with a narrative-explanatory documentary design was used, prioritizing the systematic analysis of theoretical sources on technology and cognition. **Result:** The findings show that metacognition allows students to continuously adjust their strategies, as a necessary response to current technological demands. **Discussion:** The analysis suggests that, by identifying strengths and weaknesses, students optimize their problem-solving methods. **Conclusions:** It is concluded that ICT, merged with metacognitive processes, is fundamental for consolidating autonomy and critical evaluation in learning.

Keywords: Metacognition, ICT, Critical thinking.

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