

Creatividad del maestro en la educación socioemocional para la producción textual escrita de los educandos Teacher's creativity in socioemotional education for students' written textual production

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Resumen

Con este trabajo se pretende analizar el comportamiento de la creatividad del maestro en la educación socioemocional para la producción textual escrita de los educandos del cuarto grado de la escuela primaria, así como estudiar aspectos teóricos relacionados con el tema y su necesidad en el proceso de enseñanza-aprendizaje en la enseñanza primaria. El empleo de métodos teóricos y empíricos permitió analizar el comportamiento de la creatividad del maestro en la educación socioemocional para la producción textual escrita de los educandos del cuarto grado de la escuela primaria. Se constató pobre creatividad del maestro para la educación socioemocional desde la producción de textos escritos en cuarto grado de la educación primaria.

Palabras clave: Creatividad; Maestro; Educación socioemocional; Producción de textos escritos; Educación primaria.

Abstract

The objective of this research is to analyze the behavior of the teacher's creativity in socioemotional education for the written textual production of fourth grade elementary school students, as well as to study theoretical aspects related to the subject and its necessity in the teaching-learning process in elementary school. The use of theoretical and empirical methods allowed analyzing the behavior of the teacher's creativity in socioemotional education for the written textual production of fourth grade elementary school students. The teacher's creativity in social-emotional education for the production of written texts in the fourth grade of elementary school was found to be poor.

Keywords: Creativity; Teacher; Socioemotional education; Production of written texts; Elementary education.

Introduction

The Scientific-Technical Revolution demands a contemporary school capable of forming individuals who take on the challenges that current conditions demand. In this sense, it is necessary to guide the work of the teacher to reach to what is qualitatively new, what is not repeated, because it is original and unique, because the pedagogical activity acquires a creative character where the formation of men who can model the experiences in their context is evidenced. He must be a creator when assuming the direction of the teaching-learning process and not a simple exhibitor, which means, among other things, to teach how to learn, consult and research, that his classes provoke the search for knowledge and manage to turn the learning process into a source of pleasure.

The topicality of the subject lies in the fact that it is one of the priorities addressed by the National Directorate of the Ministry of Education (NDME) and by the Central Institute of Pedagogical Sciences (CIPS). It responds to the need to direct school practice towards a new stage of educational development, a purpose that has been raised in numerous national and international educational forums. One way to achieve this is the study of the relationships expressed between professional motivation, originality and independence in the creative performance of the teacher in his pedagogical activity.

In the training of teachers in previous years, sometimes their influence was not always taken into account in a creative way for the attention to the socioemotional sphere in the students and nowadays this topic is not always addressed in the courses of improvement, methodological preparations that are taught, The courses and methodological preparations that are given do not go deep enough in dealing with this problem, so they have taken up the challenge and lead this process, without having sufficient

preparation for it, not guaranteeing with their actions in a systematic way, to lead this process correctly and influence it in a positive way and achieve to raise the quality of learning.

Authors such as (Addine, 2004; Campos and Palacios, 2018; Márquez, 2005 and Remedios et al., 2016); among others, agree on the need to seek ways to stimulate the creative potential of teachers and have contributions on the characterization of the mode of action of the education professional. It is inferred that the mode of action of the Elementary Education professional has its particularities, which concern the distinctive elements of the pedagogical process.

There cannot be quality education if the school does not thoroughly train teachers and students to encourage them to think, analyze, decide, plan, innovate, create and express themselves, if greater student participation is not stimulated, leading to motivating work that stimulates creative and innovative thinking.

A teacher who recognizes that he/she is not creative can propose tasks to develop this quality, in case he/she does not achieve his/her purpose, he/she should at least favor its development in the students by facilitating them the construction of other alternatives of action during their learning. The World Meeting on Education promoted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) held in November 2021, advocates for transformative education that changes archaic ways of acting for educational directions appropriate to the new times. From the Guidelines 120 and 121 of the Economic and Social Policy of the Party and the Cuban Revolution for the period 2016-2021, priority and importance is given to the creativity of the teacher, and the need to enhance the quality and rigor in the theoretical-methodological preparation of teachers to provide answers to the problems of the teaching-learning process in schools at all levels.

Thus, the school needs the teacher's insight and invention for the development that is vital to face the educational challenges imposed by society. Therefore, the validity of teachers' creativity for socioemotional education in textual production is unquestionable to understand it as a complex phenomenon.

As a way to understand and transform teaching and learning contexts in formal, non-formal and informal environments asserts Elisondo (2018), in his analysis about creativity that when creating educational innovations allow the development of divergent thoughts, original actions and novel products, and admit originality, flexibility and cognitive independence, as well as the modification of points of view, and organization of alternatives that benefit change and self-transformation according to different demands.

It should be noted that López et al. (2020), emphasize creative thinking, for the development of new ideas, concepts and compositions of original ideas aimed at a need. In this way, creativity admits the development of cognitive and affective aspects important for productive performance during teaching activities.

The ideas of López et al. (2020) are assumed; he distinguishes that the teacher's creative performance is vital for the current elementary school as a driving force for the transforming education from flexible, independent, original, viable and efficient thoughts and actions that significantly influence the solution of its problems, and lead to the individual and social improvement of the students to become the men that society needs. Creativity is then a wonderful path to perfect the contemporary actions of the teacher in the fulfillment of the function of socioemotional education.

The investigation of a balance between the teacher's creativity and the formation of true affective experiences towards the learning of the students during the teaching-learning process of the subject Spanish Language and, in particular, of the production of written texts, requires several elements, among them: the power of preparation of students and teachers within the process, the understanding between both and the need for communication.

The objective of the research is framed in the analysis of the teacher's creativity for the socioemotional education of the textual production of fourth grade students during their classes, so as to verify the scope of the pedagogical professional communicative competence with emphasis on the creative quality and the didactic-pedagogical approach significant for professional performance.

Development

In the Bachelor's Degree in Primary Education and in the Primary Education Model, tools are provided that can facilitate the creative mode of action, since this is considered a basic aspect based on the characteristics of the students with whom they interact. However, the constant self-improvement of teachers is necessary.

In the research carried out from this thesis, we have found the national research entitled: Didactic model for the development of originality in the production of written texts by sixth grade students in primary education by Díaz (2012), which provides a methodology for the development of originality in an integrated process of production of written texts considering a text model.

Related to the development of teacher creativity for socioemotional education in the teaching-learning process of Spanish Language, some teachers, plan classes based on the reproduction of the same models used by previous teachers: they schematically reiterate the methodology used, the examples of

activities, methods, procedures, means, evaluation and forms of organization, which gives a traditional character to the direction of the learning of the mother tongue in the school institution, at a time when it is necessary for the teacher to look for novel pedagogical alternatives to propitiate the solution of the multiple problems that arise in the teaching process of the learners.

Problems are verified from the epistemological point of view that influence the treatment of the process of production of written texts, from the current approaches for Primary Education and in the integration of this process with a linguistic, contextual and developmental didactic perspective that focuses attention on creativity with an adequate methodological action of teachers, having in their classes to prioritize the socioemotional education of students for the development of the ability to write.

Although the teacher's creativity for the attention to the socioemotional sphere has been the object of attention by several researchers, it is of great importance to continue developing new pedagogical proposals that improve this element of the teacher's personality, in order to achieve the direction of the teaching-learning process of the Spanish Language, based on the new demands of the scientific-technical development in all branches of knowledge.

Likewise, education at school should also foster motivation, personal skills (social, affective and cognitive) and appreciation for oneself and others, providing changes towards healthy attitudes and behaviors for the control and improvement of learning.

From the development of the teaching-learning process, it is necessary to work for the formative care of the learners in their disposition for life. The new concept of social-emotional education (SE) is a continuous and permanent process, which is aimed at enabling learners for life, increasing their personal and social well-being. It allows learners to approach the meaning of emotions, to show changes in mood, display of feelings, to name a few emotions.

Materials and/or methods

It is an exploratory and descriptive work, of qualitative-quantitative character, where theoretical and empirical methods were applied, as well as the percentage analysis of the statistical-mathematical one.

The population object of empirical contrast for this thesis is formed by two teachers of the Oscar Lucero elementary school in the municipality of Mella, a provincial methodologist, the municipal methodologist who advises the school, the principal, the coordinator of the second moment, as well as 60 fourth grade students. As a sample, 6 teachers were chosen, representing 100% of the population, and 20 students, equivalent to 33%.

The selection of the sample was carried out intentionally, considering that the Oscar Lucero Moya School, located in the Mella Popular Council, belonging to the Mella municipality in Santiago de Cuba province, has a staff of 32 teachers, 6 of them work in the fourth grade, 5 of whom are graduates and are enrolled in the Master's Degree in Educational Sciences; one is in the third year of the course in the Encounter Course. Of the total number of teachers in the sample, one is evaluated as Very Good and five as Good.

On the other hand, a sample of 30 teachers was selected for the application of an interview, taking into account that its composition was structured by representatives of the methodological direction of the three levels (provincial, municipal and schools) and teachers of the municipality of Mella.

Results and discussion

In the exploratory phase and in accordance with the objective of the work, it was proposed to know the teacher's vision of himself in relation to his creative behavior in the classroom. The study is based on the analysis of the teacher's creativity for socioemotional education during the written textual production of fourth grade students, based on the data collected from the methods and instruments applied. For the development of this work were used:

The application of these methods favored the enrichment of the theoretical, philosophical, sociological and practical foundations according to the topic, in addition to a correct planning and selection of activities, in correspondence to the teachers' diagnosis and their intellectual capacity. Once this exploratory phase was completed, we worked on the description of the results obtained, after analyzing them, relating those aspects that deserved it.

For the assessment of the initial state of the research problem, indicators were considered:

For teachers

- I. Quality of creativity behavior in the attention to the socioemotional sphere in the teaching-learning of the production of written texts.
- II. Level of theoretical-methodological mastery of creativity in the management of the teaching-learning process.
- III. For the development of the research, different methods and instruments were used to obtain updated information on the state of the problem and its manifestation in educational practice.

The results achieved with the applied methods are as follows:

Results of the interview with school principal Oscar Lucero

The guide was used and applied to the Director of the elementary school chosen as a sample, who has more than 15 years of experience in the activity, and who considers it important to develop the creativity of teachers in the process of teaching and learning Spanish, and that there are no exceptions for the selection of subjects for the development of a creative process.

It should be carried out systematically in all of them. Occasionally the planning of activities that favor the development of creativity is taken into account, so that the teaching-learning process is not effective. She affirms that in the chosen center, the planning of methodological activities based on the diagnosis is not always taken into account, since they should be differentiating and take advantage of the teachers' potentialities.

He adds that the lack of creativity and originality of the teachers is attributed to the lack of control and exigency of the directors, since sometimes it is oriented and not done, to the poor follow-up of the diagnosis of the structures of the centers, to the lack of demonstration and concreteness in the methodological activities that are planned, of how a creative process should be developed.

Making a generalized analysis, the Director states that more than 80% of his teachers do not comply with the aspects to develop an eminently creative process, besides, the most responsible for these deficiencies are the directors.

Results of the interview with the municipal methodologist in charge of the center

The questionnaire was applied to the methodologist in charge of the center chosen as a sample, who has more than 15 years of experience in the activity. He asserts that the follow-up of the technical and management bodies, the diagnosis and the class in the fourth grade, is not systematic and systemic, since both should be closely related and this aspect is not always achieved. The relationship that exists between the difficulties detected and the planning of methodological activities are not always in correspondence because sometimes the activities that are planned respond to the needs of a reduced group of teachers.

It also expresses that the original and creative character of the activities planned by the center's management to counteract the deficiencies of the teachers, and then affecting the students, has a reproductive and static character, slowing down the intellectual development of the teachers.

In practice, the activities that are planned do not always contribute to the development of the creativity of fourth grade teachers, since the elements for a creative pedagogical activity are not always taken into account, and innovative resources that move the teacher's thinking and generate a higher quality of learning in the students are not always used.

Making a general evaluation, in more than 75% of the activities planned, means, methods and procedures that activate the teaching-learning process are not used, in these activities the teachers' reflections are poor and lacking in fundamentals, a poor intellectual effort is evidenced, as well as poor professional preparation.

Teacher interview: It was based on the questionnaire. It was applied to six fourth grade teachers who were chosen as a sample. It was used with the objective of investigating in the teachers what is related to the development of creativity in their professional performance, for the direction of the teaching-learning process of Spanish Language.

The teachers interviewed agree that the subject Spanish Language has potential for the development of creativity, which represents 100%. They do not always direct the process creatively, because they are not systematic in self-preparation and self-improvement, so this result is reverted to the student.

They affirm that the planning of creative activities, which showed that all the teachers state, will favor in the students, cognitive independence, greater intellectual and cultural development, will favor the formation of skills in the bibliographic search, as well as will awaken the anxiety to learn, which represents 100 %.

They also affirm that the planning of creative activities is not always taken into account by the different instances, so teachers are demotivated in this sense, since this element is not given the attention it requires. They attribute this insufficiency to the lack of follow-up through the methodological work system, poor attention through teacher evaluation and methodological assistance visits, as well as the poor preparation and self-improvement of the teaching staff. They suggest that methodological activities should always be planned based on the diagnosis of the group and school, that work should be done with the different subjects of the curriculum in an integrated manner, taking advantage of the potential that each one of them offers, and that the teacher's preparation should be systematically evaluated as a vital element for the development of the creative process.

All of the above shows how 5 (83.3 %) of the teachers interviewed teach the students giving room for learning without cognitive independence, not allowing them to discover by themselves, the knowledge with the answers to the questions they pose; they do not motivate the students to show what they have learned by themselves. Also, the classes do not facilitate the expression of the learners' own ideas, nor do they stimulate the reflective-critical thinking of the learners.

Results of the document analysis: It was applied for the review of the minutes of the school management councils of the center that was chosen as a sample, the minutes of the collectives of the

second moment, the training records of the director and coordinators, as well as the orientation notebooks and the lesson plans of the fourth grade teachers, reports of visits of the different instances. In order to guarantee a quality analysis of the different sources, it was taken into account that in the minutes of the board of directors' meetings, the report on learning and the quality of the classes, there were moments of analysis with the fourth grade teachers about the poor development of creativity in the process of teaching and learning Spanish, and the fulfillment of what was established to achieve this purpose, that the methodological activities proposed for the next stage were in correspondence with the diagnosis and the needs for improvement of the teachers, that the analysis of the causes of the insufficiencies in the Spanish language classes was carried out, and that the aspects mentioned above were given continuity in the form of a system in the cycle groups.

With the application of this method, it was found that 20% of the teachers only pointed out the variety and differentiation of the activities; these elements are not taken into account for the evaluation of the quality of the classes, which are essential elements for guaranteeing a developmental and creative process.

The methodological activities proposed in the minutes of the cycle collectives and management councils are not in correspondence with the diagnosis of the center and with the needs of the teachers, moreover, they are not in the form of a system because in the management council they are planned and oriented which ones are going to be carried out per month and in the cycle collective others are developed.

The analysis of the inadequacies detected in the Spanish Language classes is carried out superficially, since the cognitive domains most affected in this subject are not addressed, and are not taken into account in the planning of methodological activities. Therefore, the attention paid to the preparation and improvement of teachers, starting from the system of methodological preparation in the school, is poor.

In general, actions are not carried out from the first units of the fourth grade in the subject of Spanish Language, in relation to the objectives of the grade to develop skills that allow the student to express him/herself fluently, demonstrating solidity of knowledge.

The deficiencies mentioned above illustrate that the fundamental causes lie in the poor follow-up that is given to the preparation and improvement of teachers in the subjects that present the greatest difficulties, in this case Spanish Language.

On occasion, the quality of the classes and the development of creativity in the process of teaching and learning Spanish are not measured through teacher evaluation. Occasionally, the diagnosis of the teachers is taken into account for the planning of methodological and improvement activities.

The teachers' behaviors allow visualizing behaviors associated with the teacher's creative thinking, which is why the development of independence of thought, the promotion of integration to the collective of the developmental stage to which he/she belongs, and the work and expression of flexibility in relation to his/her own positions are not achieved.

The analysis, in general, made it possible to determine the need for the elaboration of a methodological alternative that will promote the development of the creativity of fourth grade teachers in the teaching-learning process of the Spanish Language, with the purpose of raising the quality of learning and the preparation of the teaching staff.

Conclutions

Under the advances of science, technology and social changes, Primary Education needs today more than ever, the adequate fulfillment of the teacher's creative approach during the teaching-learning process of the subject Spanish Language. Developing it from socioemotional education in the production of written texts expands the possibilities of the teacher towards a much more revealing influence with creative perspectives for the solution of social and individual problems of the students in learning from the current context. The authors consulted agree that the Spanish Language has great influence and significance in the adequate use of our language, both oral and written, which has contributed in an evident way to the development of the intellectual potential of teachers, an essential element for the development of creativity. The analysis of the instruments applied to teachers who teach the subject Spanish Language at the "Oscar Lucero" Elementary School, in the municipality of Mella, allowed us to determine how the poor development of the teachers' creativity in the teaching-learning process of the subject was regulated, which caused difficulties in the systematization of the content and in the linkage with others, as well as the incidence of this problem in the learning of fourth grade students.

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