

***La creatividad en la construcción de textos escritos en el nivel
educativo: Secundaria Básica
Creativity in the construction of written texts at the educational
level: Basic Secondary School***

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Resumen

La investigación aborda una temática de importancia y actualidad, referida a fortalecer el tratamiento de la creatividad en la construcción de textos escritos en la asignatura Español - Literatura del nivel educativo Secundaria Básica. Se hace un análisis de la evolución histórica por la que ha transitado el objeto de investigación para este estudio. Para ello, se toman como referentes teóricos, concepciones desde el punto de vista filosófico, psicológico, pedagógico, sociológico y didáctico del proceso de enseñanza - aprendizaje de la asignatura Español - Literatura, con énfasis en la construcción de textos escritos para el séptimo grado. Lo que conllevó a realizar un estudio diagnóstico, utilizando diferentes métodos y técnicas de investigación educativa. A partir de los resultados del mismo, se ofrece una alternativa metodológica para fortalecer el tratamiento de la creatividad en la construcción de textos escritos, cuya factibilidad se comprobó a partir de su implementación práctica.

Palabras clave: Creatividad; Construcción de textos escritos; Proceso de enseñanza - aprendizaje; Español - Literatura.

Summary

The research deals with a topic of importance and actuality, referred to strengthen the treatment of creativity in the construction of written texts in the subject Spanish - Literature of the Basic Secondary

education level. An analysis is made of the historical evolution of the object of research for this study. For this purpose, theoretical referents are taken as theoretical references, conceptions from the philosophical, psychological, pedagogical, sociological and didactic point of view of the teaching-learning process of the subject Spanish - Literature, with emphasis on the construction of written texts for the seventh grade. This led to carry out a diagnostic study, using different methods and techniques of educational research. Based on the results of this study, a methodological alternative is offered to strengthen the treatment of creativity in the construction of written texts, the feasibility of which was proven by its practical implementation.

Keywords: Creativity; Construction of written texts; Teaching - learning process; Spanish - Literature.

Introduction

Language is a valuable element in the relationships of the individual as a social being, so the teaching of Spanish - Literature has as its main objective to develop communication skills; to provide students with the instrument that allows them to communicate widely and accurately in the social environment, orally and in writing; as well as to assimilate the usefulness and application of linguistic content in their integral formation, preparing them for work, collective and creative activity, which will provide the harmonious exchange as a subject; hence the importance of this science in society.

It is the school, in addition to the family and social role, the first one in charge of forming efficient communicators, capable of performing in any field: orally or in writing. Therefore, the communicative skills that are developed depend on the achievements that are obtained: the student's capacity for understanding and socialization.

It is essential for Spanish - Literature teachers to be able to channel their work, with a high dose of creativity, in correspondence with the progress of science, in order to be able to meet the demands posed by society regarding the comprehensive training of students in the context of the socialist revolution.

Research has been carried out to treat the textual construction from the pedagogical practice and in this endeavor, the materials of pedagogues, psychologists and specialists in the linguistic area overflow; in addition to several theoretical-practical contributions, which in recent years have been aimed at deepening elements of the intellectual development of the learner and the forms of organization and direction of cognitive activity by the teacher, allowing a more efficient performance for the achievement of the proposed objectives.

Since the beginning of the 21st century, regarding the construction of written texts, the theoretical considerations provided by (Domínguez, 2006, 2010, 2019, 2020; Montaña and Abello, 2010; Roméu,

2003; Sales, 2004; Van Dijk, 2000, 2002), who explain it as a recursive, non-linear process, which is based on the cognitive, discursive and sociocultural, but oriented, fundamentally, to analogical communication contexts, stand out.

The subject has also been the object of study in research carried out in Cuba, among which we find: Domínguez (2006), with the creation of a didactic model aimed at guiding the process of the construction of written texts in Basic Secondary School; Barrera (2009), studies the relationship that exists between the processes of textual comprehension and construction as motivating agents of learning, Díaz (2012), refers to the teaching - learning of the construction of written texts in pedagogical careers, Cantillo (2015), referred to the construction of scientific texts in students who are trained as Graduates in Spanish and Literature, Martínez (2019), proposes a model of didactic - constructive orientation of literary texts in the initial training of the Bachelor of Education Spanish - Literature, García (2021), considers the construction of written texts in online forums as a process of reading and writing in digital format, which takes shape in the cognitive and meta-cognitive actions belonging to this context, among others.

These authors, from their research, propose very valuable theoretical, pedagogical and didactic aspects for the treatment of written textual construction, and consider the preparation of students and teachers, but they do not always approach the subject from a proposal of communicative activities on the construction of written texts for the seventh grade, taking into account the treatment of creativity.

Written communication is a functional component of the subject Spanish - Literature, since it contributes efficiently to the formation of a creative attitude, as well as comprehension and analysis, which requires priority attention in middle school. The achievement of communicative competence, the guiding object of this subject, requires placing the student in the situation of constructing his/her own texts, of meaning according to his/her communicative needs, which presupposes that he/she is capable of selecting and adequately using the linguistic means, in correspondence with the intention, purpose and context of the communication.

From this point of view and observing the regularities presented by seventh grade students in the construction of written texts, and from the experience of the authors, the bibliographic review and the interviews and surveys to teachers of the specialty, the main insufficiencies are determined as follows: Predominance of reproductive character in the orientation and control of the component: construction of written texts, which limits the independent and creative development of the student.

From the above, the following scientific problem is formulated: how to contribute to the treatment of creativity during the teaching-learning process of the construction of written texts? Taking into account the stated problem, the objective is: to elaborate methodological activities that contribute to the

treatment of creativity during the teaching-learning process of the construction of written texts in the subject Spanish - Literature, seventh grade of the Basic Secondary Education level.

Development

The teaching of the construction of written texts, from the cognitive, communicative and sociocultural approach, is conceived as a complex process that involves different cognitive, linguistic, meta-cognitive and sociocultural demands. The act of writing demands a more analytical action that involves the interpretation of internalized speech; hence it is considered the most elaborated form of language; in this sense, it can be affirmed that writing plays a significant role in the development of thought and constitutes a powerful instrument of learning and intellectual self-regulation.

From the analysis carried out, we can infer the importance of developing the construction of written texts, since to the extent that the future teacher is taught to use written language correctly; he/she will be contributing to the development of his/her intellect and personality.

The teaching of written textual construction cannot be carried out without taking into account such important aspects as needs, motivations and interests. It is stated that: "The need is the state of the personality that expresses its dependence on the concrete conditions of existence" (Petrovski, 1981, p. 134).

The particular developmental needs of the construction of written texts are not conditioned by the simple interaction between subjects as in the case of oral communication, but depend on more specific communication interests that require higher levels of personal involvement.

Text and the construction of written texts

Various research studies have significantly enriched the panorama of the written text, and these contributions are significant for understanding the complexity of human language and, in particular, of this form of communication.

Text linguistics focuses its interest on the uses of language and on the text as a fundamental category; it considers that texts, as significant units of communication, are constructed on the basis of certain mechanisms, among which coherence and cohesion stand out.

When approaching the process of construction of written texts, it is necessary to start from the concept of text and its characteristics. The text constitutes a semantic unit and can be defined as everything that a person wants to mean with an intention, a purpose and in a specific communicative situation.

Text is a word that has its origin in the Latin *textus*. In its etymological conception, text means weaving. It is understood as that which describes a set of statements, thanks to which a coherent and ordered message can be delivered, either orally or in writing.

Taking into account that every text is the result of the integration of multiple intelligence: linguistic, communicative, mathematical, historical, geographical, etc., which explains its interdisciplinary nature, The text is assumed in the research as:

A coherent communicative statement, carrying a meaning, which fulfills a certain communicative function (representative, expressive, artistic) in a given context, which is produced with a certain communicative intention, a certain purpose, which enables the fulfillment of certain communicative tasks for which the sender uses different communicative procedures and chooses the most appropriate linguistic means to achieve it (Roméu, 2003, p.1). (Roméu, 2003, p.1)

The cognitive, communicative and sociocultural approach created by Roméu (2003), organizes the class into functional components, one of which is the construction of texts, referring essentially to oral and written texts. From the communicative approach that precedes it, the term text construction is introduced in Cuba and its theoretical and methodological treatment is enriched.

Several authors refer to the text construction component, among them (Domínguez, 2006, 2020; Garriga, 2013; Mañalich, 1999; Montaña and Abello, 2010; Sales, 2004.

The authors agree with Martinez (2019) when she states that "(...) there cannot be text construction without production, since production encompasses construction, which is defined at the moment of the written act" (p. 22).

There is a clear need to move from a pedagogical culture that preaches "providing the learner with knowledge" to one that promotes "stimulating the search for knowledge", "reading the world together, teachers and learners", "growing humanly both". It is agreed that creativity is the highest form of man's independent activity, expressed from a series of personality traits that allow obtaining fruitful yields in any sphere of human endeavor, and these yields are characterized by their originality, by their novelty in solving problems by unorthodox ways.

According to Martinez (2009)

Educating creativity means working so that students show a creative attitude towards all life situations, because creativity makes sense for this, it means conceiving life in constant change, with a multitude of problems to be solved, which even at a moment in history we do not know and we must investigate. Creativity is not only manifested when learners have to solve a mathematical problem or when they conceive a text, it is a more far-reaching objective, much more complex (p.191.)

The creativity in the written expression, as in all its levels of expression and in the great majority of the forms of action, is not based in a substantial way on biological factors, nor hereditary, but the psychological element and the personological factor as superior form of psychic organization in

regulating function of the behavior conformed in the development of the individual in function of the historical - social and cultural influences with which they interact in the principle determinants of the creativity.

Creativity supposes the development of the necessary capacity for its expression, but these become real elements of the creative process only when they are activated efficiently according to the level of motivation and affective implication of the subject in its determined area of action.

In the strategy that the teacher plans with the objective of achieving developmental learning in the subject of Spanish - Literature, he/she must teach how to learn and develop the personality of his/her students, which means developing their creativity. Therefore, the teacher of this subject, when educating creativity, must work so that the students show a creative attitude in the construction of written texts that allows them to achieve a communicative competence.

Sample and methodology

In order to verify the current problematic situation, a sample of 25 seventh grade students and five specialists were used, including directors and teachers who teach the subject Spanish - Literature at the Wilber Galano Reyes Urban Basic Secondary School (ESBU). To carry out the initial diagnosis regarding the development of creativity in textual construction, the authors applied the following instruments: classroom observation, surveys, interviews and a pedagogical entrance test, where the main regularities were obtained:

- The actions provided to teachers for the treatment of creativity in textual construction from the methodological preparation are insufficient.
- Scarce treatment to the different elocutive forms and expressive resources to teach how to elaborate written texts in different functional styles.
- Use of traditional approaches that discourage students, limiting their creative intellectual development for the construction of written texts.

Results

Theoretical foundation

The methodological activities take into account the epistemic bases of sciences and disciplines such as Philosophy, Psychology, Sociology, Pedagogy, Semiotics, Textual Linguistics, with emphasis on creativity in the construction of written texts.

It is taken into account as an important issue, the relationship philosophy - axiology, from its dialectical - materialistic conception by understanding values as the meanings acquired by learners in the context of creative practical activity in correspondence with their needs and interests, since they act

as regulators of behavior in the individual order so they express tendencies of social development.

Requirements of the methodological activities:

- Analysis of the potentialities and insufficiencies presented by teachers and students regarding the object of study.
- Projection of an alternative containing participatory actions.
- Evaluation of the impact of the elaborated actions.

Proposal of methodological activities for the treatment of creativity in the construction of written texts

The methodological activities proposed have the purpose of serving as a tool for Spanish - Literature teachers to deal with different texts, which are lacking in the book at this educational level. The proposal was based on the principles of the cognitive, communicative and sociocultural approach presented by Roméu (2003). Thus, it enables the integration of the subject and functional components. The methodological activities presented are structured as follows: title, objective, method, procedures, means, methodological instrumentation and form of evaluation. They are conceived on the basis of the principles of interdisciplinarity. Texts were selected from different areas of communication. They constitute a didactic means that seeks to teach and transmit specific data; in this case on the construction of written texts, for this reason, they can be used to teach in the seventh grade of this educational level.

This research contributes to the work with creativity in the construction of written texts that the teacher uses in the classes of Spanish - Literature, seventh grade.

Methodological indications for the application of the proposal

The activities will be applicable in correspondence with the methodological activities taught in the educational institution, in order to deal with the different elocutive forms that are addressed in the seventh grade program. They are appropriate to be developed during the exercise classes, since they will allow the gradual systematization of the knowledge acquired during the class. The teacher should take into account the following aspects:

- Prior reading and analysis of the content of the texts to be worked with, as well as their planned orientation so that they can also be read by the students.
- Adequate selection of methods, means and participatory techniques and reading illustrations.
- Careful diction in communication to guide, execute and control each activity.
- Predominance of enthusiasm, harmony and creativity.
- Accurate orientation of the texts to be worked on.
- Schedule in which the activity is implemented.

- Elaboration of an abstract of the extensive readings to be worked on.
- Stimulation of the most creative works.
- Evaluation of student participation according to grade level.
- Linkage with the curriculum and prioritized programs.

Activity # 1

Title: Building with five key words.

Objective: to write a short story using bimembers and unimembers sentences taking into account five key words for the development of communicative skills.

Method: literary and linguistic analysis, oral, silent, annotated, critical reading.

Procedures: reading and creative activities, work with the text, independent work.

Means: plates, videos.

Methodological instrumentation:

The teacher will form groups of five learners and will orient suggestive themes such as: care for the environment, love, friendship, family and care for the elderly. Each team will contribute key words related to the chosen theme and then take turns creating a short story containing those five words. The students will take into account the use of bimembers and unimembers sentences; to do so, they should copy the created story in their notebook.

The implementation of this activity is suggested for the methodological activity of week 4, in which the students should start constructing texts using bimembers and unimembers sentences. In the class, the characteristics of these sentences will be previously recalled, since in the work with these grammatical structures the most important thing is to use a wide exemplification and make the students start from the living language and understand which are the essential characteristics of grammatical sentences, in general, and of bimembers and unimembers in particular; that they learn the grammar in use and use these sentences intentionally in a creative way in the writing of their own stories.

Each story will be read orally and evaluated by the group, with each teacher making the necessary clarifications to achieve a true story that meets the initial objective.

Form of evaluation: extra-class homework.

Activity # 2

Topic: Everyone participates in writing.

Objective: to write a narrative text involving characters from a well-known children's literary work, taking into account the characteristics of the main and secondary characters in order to develop writing skills.

Method: literary and linguistic analysis, oral, silent, commented and critical reading.

Procedures: reading and creative activities, work with the text, independent work.

Means: children's readings.

Methodological instrumentation

The teacher should initiate the activity: Imagine that you are a character from the play "The Little Blue Coachman" or from other plays you have read, and you have to tell the children who admire you so much how your life develops. Do it through a narrative text in which you are the main character and your classmates are the secondary characters. You should not exceed 10 pages.

During week 12 of the school year, you will begin the study of the main and secondary characters in narrative texts. This activity will serve as a support to systematize this content, promoting the development of the imagination and creativity of the students who should reflect impressions of the children's literary work referred to. Likewise, extra-class reading habits will be encouraged, which will be oriented with the support of the school library.

Form of evaluation: extra-class homework.

Activity-# 3

Topic: Walking to write better.

Objective: to write a descriptive text about the school environment through a tour for the development of these skills.

Method: linguistic analysis, silent, commented, critical reading.

Procedures: reading and creative activities, working with the text, independent work.

Media: plates, videos.

Methodological instrumentation

The teacher will take the students on a tour around the school. Each one should pay attention to the surrounding elements: natural environment, geographic location, constructive state and other suggestive details. They will make all the necessary notes to describe their study center. After a brief discussion with the students about what they have observed, they will be invited to write a descriptive text of 10 lines. Each teacher should check that the students have made a plan prior to writing, i.e., that they have made notes on the important elements, with which they will be forming ideas that will later be used to compose the final text. This activity is a suggestion to reinforce the characteristics of the descriptive texts addressed during week 15.

Form of evaluation: observation of performance.

The previous examples show that the proposal is valid and that with the application of the methodological activities, the student is in conditions to construct different types of texts, which will allow them to apply them in later grades, as well as in different situations of life and for life.

It is considered that this proposal of activities has methodological implications that allow:

- Raise the level of preparation of teachers to conduct scientifically and methodologically the direction of the teaching - learning process of the subject Spanish - Literature and the indications to intensify the work with the Mother Tongue.
- The activities have practical utility, as they facilitate the integration of the components in the teaching-learning process of this subject.
- They enable a reflective analysis, enabling teachers to go through the different levels of difficulty and cognitive performance in the treatment of creativity in the construction of written texts.

Conclusions

The systematization carried out reveals the studies on linguistics, and in particular the construction of written texts, which allowed the elaboration of the theoretical-conceptual framework that supports the research. The diagnosis of the current state of the teaching-learning process of the construction of written texts based on creativity at the ESBU Wilber Galano Reyes showed that this institution does not achieve the desired objectives and teachers present methodological insufficiencies for the elaboration of developmental and creative activities. The methodological activities elaborated based on the cognitive, communicative and sociocultural approach, from the logic established through the actions that compose it, contribute to the teacher's performance in the Spanish - Literature classes, given that the evaluation of the scientific results in practice, corroborated the scientificity, feasibility and relevance through the instrumentation of the user criteria method, the socialization workshop and observation, which reveals its contribution to the improvement of the teaching-learning process of the construction of written texts based on creativity at the Basic Secondary education level.

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