Volume 24 Issue 15
Originally issued as G3

Global Journal of human-social science: G
Linguistics & Education
Volume 24 Issue 3 Version 1.0 Year 2024
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

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Abstract- This article exposes the research project entitled creative minds in the classroom is a didactic strategy that was developed in the educational institution Juan José Reyes Patria of the municipality of Gámeza being an institution of an official nature, based on the constructivist model. the main objective. develop the creative competence through a didactic proposal mediated by the originality of the child. The project focused on the individuality, imagination and creativity that allows students to form a creative personality where they know their talents backed by personalized creative work and oriented to the educational community.

Keywords: *creativity, art, arts, originality.*

GJHSS-G Classification: *LCC: LB1025.3*



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Creative Minds in the Classroom

Ligia Stella Quemba Plazas

Summary- This article presents the research project entitled Creative Minds in the Classroom is a didactic strategy that was developed in the Juan José Reyes Patria educational institution in the municipality of Gámeza, being an official institution, based on the constructivist model. the main goal. Develop creative competence through a didactic proposal mediated by the child's originality.

The project focused on individuality, imagination and creativity that allows students to be trained with a creative personality where they know their talents supported by a personalized creative work of inclusion and oriented to the educational community.

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Abstract- This article exposes the research project entitled creative minds in the classroom is a didactic strategy that was developed in the educational institution Juan José Reyes Patria of the municipality of Gámeza being an institution of an official nature, based on the constructivist model. the main objective. develop the creative competence through a didactic proposal mediated by the originality of the child. The project focused on the individuality, imagination and creativity that allows students to form a creative personality where they know their talents backed by personalized creative work and oriented to the educational community.

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I. Introduction

The purpose of education is to enable students to understand the world around them and know their abilities so that they can realize themselves as citizens who make changes to society. We live in a changing world and creativity is an essential tool. The Ministry of National Education, through the curricular standards and guidelines, highlights the importance of including artistic training in the classroom. "It is an education through the arts, which seeks to contribute to the comprehensive formation of individuals based on the contribution made by the specific competencies of sensitivity, aesthetic appreciation and communication to the development of basic competencies." Curricula should be geared towards 21st century competencies: communication, collaboration, creativity and critical thinking.

From this perspective to the principles of learning, this article presents the result of the research study that sought to enhance creative competence where the student develops his thinking and skills by being creative, Wadhwa (2014) states "today it is very important to have a critical mass of creative minds supported by good educational systems", (p, 21). The research was carried out with the aim of developing a didactic proposal mediated by the originality of the child to enhance creative competence in students of the fourth and fifth grades of the Juan José Reyes Patria educational institution in the municipality of Gameza.

For the realization of this project, the studies carried out on creativity were taken into account, characterizing them by national, Latin American and national studies. The state of the art was carried out through research by several authors by triangulation of data, the authors were taken into account: Ausbel, Csikszentmihalyi, Oppenheimer, Savater, De Bono and Taylor among others.

a) General objective

Develop creative competence through a didactic proposal mediated by the originality, individuality, imagination and creativity of the students, which allows us to train students with a creative personality where they know their talents supported by personalized and community-oriented creative work.

b) Specific objectives

Offer a favorable teaching and learning environment with the purpose of contributing to education with children with new ideas, with the ability to think critically, so that they can be competent citizens.

II. Theoretical Considerations

Creativity is a skill that can be learned, developed, applied, and makes life more fun so there is no repetition or routine. To become creative, constant work, discipline and motivation are needed, to develop operations, contents and mental products where the individual codes, selects, combines and compares, is what the child needs to develop for his learning in the different areas of knowledge, accompanied by the imagination of imagining situations, new things, inventing things that do not exist or existed, the child has to have an accompaniment from the teacher to develop competencies and skills where they feel the need for change, who have been creative and critical of their environment, create new things and generate ideas, the child has to be motivated and the context is important for them to develop this capacity. From Zuleta's perspective, "Only a society that establishes new links of forms of participation in the processes that decide its life and of general appropriation of art and science, will be in a position to stimulate a culture that

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the people collaborate to create and in which they can recognize themselves." [1]

Creativity is training creative thinking techniques that can be learned and used in anyone. By carrying out oriented activities to stimulate the production of ideas and creative skills that are of great importance, they are brought to the classroom. Edward de Bono in his contributions highlights the importance of teaching to think, Savater (1997) in his book The Value of Educating points out that the child should not sacrifice his creativity to the oppressive and mediocre routines of the society in which we live, the child must be allowed to develop his innate genius. In all areas of performance you have to be competent and you need creative people who give solutions, new ideas, but they carry an order, a systematization. [2]

When the student's thinking and creativity are stimulated, they will be competent in creating stories from their imagination, solving mathematical problems and problems of daily life situations and developing communicative skills where constructive criticism will be reflected in their orality. It is very important that in the curricula of the institutions processes are carried out to generate spaces of motivation to build learning processes where their skills and competencies improve, the Ministry of National Education MEN through the curricular guidelines proposes "Artistic Education in Basic and Secondary Education, allows to perceive, understand, and appropriate the world, mobilizing diverse knowledge, means and skills that are applicable to the artistic field as well as to other areas of knowledge".[3]

From the perspective of Csikszentmihalyi (1988), creativity occurs in the interaction between a person's thoughts and a socio-cultural context. [4] Ausbel (1963) states that "the creative personality is that which distinguishes an individual by the extraordinary quality and originality of his contributions to science, art, politics, etc." [5] On the other hand, Taylor, I. A. (1971) "Creativity involves a variety of processes and perceptions aimed at altering and reorganizing a significant portion of the environment in accordance with one's own patterns or structure of needs, hypotheses, judgments, and perceptions, providing an alteration that is unique or uncommon and relevant to the problem." [6]

In this article, special educational needs are referred to, guaranteeing equal opportunities for those students who can interact with other classmates and their educational context, we worked taking into account diversity, this contributed to being more creative to give solutions of equality and respect, aiming at a change in the classroom, from the perspective of Moriña2006 the condition of disability has great social implications in the classroom. Living and learning together is a transcendental experience to achieve capacity building. For Aguilar (2004), inclusive education must be assumed as a social change and an educational transformation. [7]

III. Methodology

The research is qualitative, a type of action research taken from the model of Elliot (2000, p.3), a systematic record was kept in the field diary and analysis of the information collected during the research and the results according to the proposed objectives. The research was conducted in three phases: identification phase, design and implementation phase, and evaluation phase.

a) Identification Phase

The project was carried out in the Juan José Reyes Patria Educational Institution in the municipality of Gameza of social stratum 1 and 2, the parents' economy depends on coal mining. As a population and sample, students of the fourth and fifth grades are taken, among them two students with moderate IQ, and two with lower IQ, It was observed that the students are not very creative for the resolution of posed problems and in the creation of their own narratives or artistic works they expected to follow rules, orders or models to start their work, at the same time they were insecure, They showed fear of making mistakes or being judged by others, in the area of mathematics it could be observed that some students knew mechanically some basic mathematical operations but when putting them in context with real experiences it was difficult for them to use the processes and their usefulness in real situations, in the area of language they took dictations that their teachers made to them to repeat spelling errors without seeing in them a critical reading or that they carried out In their own writings or narratives, in artistic it was observed that the student was unaware of their abilities and talents, and equally unknown by their teachers, they carried out directed manual work without leaving the parameters or rules imposed, it could also be observed that they were rebellious children, irresponsible in their schoolwork.

Subsequently, diagnostic tests and workshops were carried out, once analyzed, they reflected on previous knowledge and its application in the context, on the originality that each student possesses, the skills and talents to rescue and strengthen them. In this part of the first stage, information was collected through field diaries, recordings, photographic records, questionnaires, workshops, among others.

b) Design and implementation phase

It was carried out through didactic sequences, it began with a meditation workshop in which music, nature noises and different aromas were incorporated with the aim of generating self-knowledge among the students to highlight tastes and fears in each of them. To facilitate the free expression of their fears, joys, sorrows and tastes, students were observed: crying,

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smiling, pleased with the different aromas and music, with this experience the students commented on the fears of the dark, fear of parents, dogs, fear of being hurt, others expressed the joy of being in the sea, In a river in a forest, different attitudes were observed, from a girl playing with her dolls, to sleeping children, a student commented that she saw how she rose in the clouds full of colors. Then they were asked to observe themselves in a mirror and a story was started constructed by everyone, what they heard had to imagine that they saw the images in the mirror, one of the girls concentrated and began to imagine that she was inside the mirror and was the protagonist of the story, she observed fairies and landscapes, He described aloud what he saw for about five minutes and narrated from his imagination, making sense of a story of his own inspiration.

i. *Exploration Workshop*

Through the exploration workshop, the need to allow students to develop their innate genius, discover talents, and strengthen their self-esteem was confirmed. This is how freedom was given for students with special learning needs to express themselves and create artistic performances freely, it is important to give spaces for participation in a competitive way, where they measure their skills and competencies.

It is observed how originality, and awakening in the student their artistic part, is able to enhance learning in the other areas. The teacher must know and work on the needs and interests of the students so that they in turn understand the need for learning and the environment of trust and respect in the classroom.

ii. *Didactic sequence geometric abstract art*

The students were asked to make a detailed observation of everything around them, through the reading of their environment, the clouds, nature, and the approximation of the reading of each person who was around them, based on characteristics that they themselves proposed. Each student observed and made an individual reading and then it was captured on paper, allowing the students total freedom of expression to show through geometric figures everything observed in their close environment.

Several outings were carried out where they were able to compare the different contexts and thus make comparisons, in this activity a more detailed observation by the students was evidenced through opinions, questions, answers and more elaborate arguments than in the first activities of the research process, achieving a more elaborate level of observation. This is the case of students who made a mathematical reading of their context, making comparisons of the architecture of each place visited, this activity was based on the theory of Molina (2006) states that "mathematical thinking is the intellectual activity through which man understands, comprehends, and gives meaning to what surrounds him". [8]

Mathematical challenges. This didactic sequence was carried out taking into account the mathematical challenges and challenges to train the mind, from this work in the classroom the following analysis was made: the challenges were solved by more than 100 people on social networks and a very small percentage got the answer right, among them were professionals from different areas and teachers. It was evidenced that when they were explained to the students and when they developed in them the detailed observation and analysis of the patterns of change and sequences, there were students who gave correct answers to these same challenges, among them two students with cognitive disabilities, who on several occasions surpassed other very competent students in the area of mathematics.

Following models, each student created their own challenge using basic math operations and the algorithms were compiled in the math workshop book.

iii. *Achievement Award*

In the same way, Oppenheimer (2014) points out that one way to generate more innovation is through awards, economic prizes have been one of the engines for innovation and creation (p.248).[9]

c) *Evaluation Phase*

In this phase, formative assessment strategies were implemented with subsequent feedback on the teaching-learning processes with spaces for self-assessment so that the student is the protagonist, responsible and monitors their own learning. The didactic sequences were reoriented based on the progress and difficulties of the students. In the co-evaluation, peer work was allowed to analyze one's own performance and that of colleagues under a cooperative and collaborative work environment. Facing various challenges, the innovation and talent of the children was worked on respecting the learning rhythms, including all participants and making the necessary curricular adaptations for the work with students diagnosed with cognitive difficulties, based on an evaluation rubric taking into account strengths and weaknesses in a comprehensive evaluation process. motivating and ensuring the understanding and transfer of learning.

IV. Results

A creative and entrepreneurial education was offered respecting the originality of the student, a conducive environment of teaching and learning was offered with the purpose of contributing to education children with new ideas, with the ability to think critically, so that they are a competent citizen, the student expressed his investigative part, his feelings, emotions giving meaning to each product delivered by him.

The creative portfolio was obtained, a mathematical workshop book adapted with the drawings, figures and mathematical challenges that the

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students made, which is worked on in mathematics class reinforcing basic operations, the humor festival was held with the active participation of the educational community and other entities of the municipality, it could be observed that with this strategy the student works happily inside and outside the classroom under rules and regulations of respect and A love that they themselves propose under negotiation with their teacher, they were the protagonists of their learning, facing various challenges, innovation and talent of the children were worked on.

V. Conclusions

The qualitative research work focused on the individuality, imagination and creativity of the students, developed a didactics mediated by the originality of the child, which allowed to form students with a creative personality where they know their talents supported by a personalized and community-oriented creative work.

The work oriented towards the development of the creative mind showed satisfactory results in all areas of knowledge and in all the activities undertaken with the students, since they are the protagonists of their learning and authors of their works, which motivates them towards continuous improvement in what they propose.

Inclusion is a valuable tool to generate respect for difference among students, because taking diversity into account, students are concerned about supporting others, respect, and proposing solutions to the problems presented in the classroom with equality and equity, aiming for a path in the classroom. In the same way, it is to recognize that the award or recognition is a strategy to motivate students towards innovation.

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