

**La creatividad en los niños y niñas de la Institución de Educación Inicial
Los Amautas, Súcota****Creativity in children of the Pre-Scholar Educational Institution Los Amautas,
Súcota**ROBLES VALDIVIESO, Nelly Susana¹**RESUMEN**

El presente estudio se estableció con el propósito de determinar el nivel de creatividad de los niños y niñas de la Institución Educativa Inicial N° 598 "Los Amautas" de Súcota, Cutervo, considerando que al realizar el correspondiente análisis de la problemática se constató que, en efecto existe un bajo nivel de desarrollo de la creatividad, que limita el desarrollo del proceso de aprendizaje de la institución educativa. El diseño de estudio fue de tipo pre experimental. Se tuvo una población muestral de 47 niños y niñas, las que después de haber recibido el estímulo, se observó un grado de logro significativo del nivel de desarrollo de la creatividad, pues gran parte del grupo de estudio que se encontraban en el nivel bajo han emigrado a los niveles de medio y alto, haciéndose incluso un grupo muy homogéneo. A partir del proceso de comprobación se procedió a analizar, interpretar y discutir los resultados concluyendo que el uso de las estrategias gráfico plásticas en el desarrollo de las sesiones de aprendizaje permitió mejorar el nivel de desarrollo de creatividad en los niños y niñas de la Institución Educativa Inicial N° 598 "Los Amautas" de Súcota, de la provincia de Cutervo.

Palabras clave: Programa, técnica gráfico plástica, creatividad.

ABSTRACT

The present study was established with the purpose of determining the level of creativity of the children of the Pre-scholar Educational Institution N ° 598 "Los Amautas" - Súcota, Cutervo. Considering that when carrying out the corresponding analysis of the problem it was found that there is a low level of development of creativity which limits the development of the learning process of the educational institution. The study design was a pre experimental type. There was a sample population of 47 boys and girls, who after receiving the stimulus, showed a significant degree of achievement of the level of development of creativity, since a large part of the study group that was at the low level had emigrated to the medium and high levels, becoming a very homogeneous group. From the verification process, we proceeded to analyze, interpret and discuss the results, concluding that the use of visual graphic strategies in the development of the learning sessions allowed to improve the level of creativity development in the children of the Educational Institution. Initial N ° 598 "The Amautas" in Súcota, province of Cutervo.

Key words: Program, plastic graphic technique, creativity.

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INTRODUCTION

In today's world, at the dawn of the 21st century, I the middle of a profound transformation that has impacted the foundations of society, education is called upon to become a necessary instrument, for which, above all, it must be developed a creative culture with attitudes that allow to favor the learning of the person.

In recent years, the low creative development of its citizens has been manifested in Peru, which has an impact on society and on the personal aspect.

Therefore, in our country, the Educational Institutions are immersed in a weak creative development, which has a negative impact on learning; likewise, it hinders the attainment of the teaching-learning process. The Pre-scholar Educational Institution (IEI in Spanish) No. 598 - Los Amautas is not exempt from this harsh reality because it has neglected relevant aspects of creativity in its students, giving it a tenuous and complacent role. Therefore, it is necessary to favor actions that promote the application of a graphic-plastic techniques program as a base in order to raise creativity in the students of the above mentioned institution.

In this context, the research problem was formulated in the following way: To what extent does the application of a Graphic-Plastic Techniques Program develop creativity in the children of IEI N ° 598 "Los Amautas" of Súcota , Cutervo - 2016?

In the perspective of favoring the possible solution to this problem, the following hypothesis was formulated: the application of a graphic-plastic techniques program will significantly develop creativity in children of the Pre-Scholar Educational Institution No 598 "Los Amautas" in the city of Súcota, province of Cutervo - 2016.

The fundamental contribution of the research lies in the fact of offering a Graphic-Plastic Techniques Program that allows creativity to be developed in the children of the IEI N ° 598 - Los Amautas.

The practical significance of the research is given because from the Program conceived it was possible to structure and apply methodological guidelines that favor creativity in the children of the Pre-Scholar Educational Institution N ° 598 - Los Amautas.

Therefore, the present research work, in order to develop creativity, constitutes a beneficial contribution, not only for the students, but also for the teachers of the aforementioned institution.

In our context we can see that many individuals are dominated by their fears and do not decide to risk their action in something new, often these fears start from childhood and are given until adulthood.

METHOD

Based on the type of study, the pre-experimental single-group design was used, with pre and a post-test, which is represented in the following way:

SP: _____ O1 _____ X _____ O2

Where:

SP = Sample population

O1 = Initial observation (pre-test)

O2 = Final observation (post-test)

X = Incentive (Graphic-plastic techniques program)

The pre-test was applied to the representative sample in order to develop creativity. In the other hand, the post-test was applied to demonstrate the effectiveness of the application of the graphic-plastic techniques program.

RESULTS

The children of the Pre-Scholar Educational Institution No 598 - Los Amautas will develop their creativity taking into account the contribution of this theory. Children will have the opportunity to demonstrate their abilities, originality and their decision capacity. The result was creative children with innovative and transformative ideas related to their common environment.

Valderrama (1951), states:

Bühler explains two classical modalities, on which the theory of expression has always been developed: it deals with the study of the physiognomic and the patonomic as fundamental premises, to any investigation on this aspect of the anthropological sciences. Bühler establishes quite subtle differentiations between these two aspects in which the study of expression can be projected. There is a lot of subtlety because, although in the field of the patonomic Bühler extends the investigative process to "the knowledge of the natural signs of the movements of the mind in all its gradations and combinations", it can not be known for sure to what extent the physiognomist arrives with its classifications by types and where the work of the patonomic should begin with its effort to include expressionist nuances.

Bühler begins the critical study of systems that have been tried to explain the complexities of human expression. His interest is not in the intimate experiences but in the concrete facts that insinuate them to us. It is natural that a researcher, who like Bühler sees in the problem of language a more complex projection than simple Expressionist problems can have, emphasizes this aspect of the theory that he has dealt with extensively in his book *Theory of Language*. "The movement of the expression never has an objective, and even in many cases it is in conflict with the end, as evidenced by the blow on the table, which results in throwing the inkwell (Valderrama, et al., 1951).

The students of the Pre-Scholar Educational Institution No 598 - Los Amatas express themselves in a creative way thanks to the contributions of this theory. In this way, our students transmit their messages through different expressive forms. One of them is done by plastic arts.

In this theory, Goleman states that the emotional intelligence can be developed much more in the early stages of its physical development.

Children develop new emotional skills that in the course of their lives favors learning. The achievements and successes in the school stage will depend a lot on the emotional influence of their surroundings and the way of assimilating emotional-

ly the things that are presented to them in the daily passing.

Self-esteem and development before a social group demonstrate the balance and control of our emotional impulses, demonstrates the ability to stop our negative reactions. These reactions can be avoided with the help and guidance of teachers or parents.

Low school performance will often depend on the emotional level, stress, depression. The emotional capacity is gradually given according to the level of development of children, being the fundamental basis for generating new learning.

Successful learning outcomes will depend on controlling their emotions, showing others their confidence, good behavior and the way they control their emotional impulses. In adulthood, learning can be interfered by stress, generating low levels of concentration due to worries and anxieties that arise in their life.

In this theory, it is affirmed that the individual has previous knowledge in his cognitive structures and that these must relate them to the new information that he wish to acquire. In this way, the new information is given in a meaningful way.

Understanding that cognitive structures are conformed by all the ideas that people have on a specific topic. The learning, to be meaningful, will depend on the interrelation that is made between the previous knowledge with the new knowledge, making it a lasting knowledge.

The Ausubel's theory is directly related to this research because in the meaningful learning the student strives to link the new knowledge with the important one that already has, which can also be applied to his interpersonal relationships and the bond with the new ones. The new learning depends on the logical and psychological significance besides the favorable disposition of the student in order to develop his interpersonal relationships in an appropriate way.

A person can be considered "intelligent" if others can understand what he is transmitting in his actions or productions, as well as, if he has a great knowledge about specific areas, and especially if he can convince others that his ideas are necessary and correct.

The multiple intelligence's theory demonstrates that each student is unique and responds according to his own abilities, which have to be developed through encouragement from teachers and parents because it can contribute to raise his learning.

Respect to the children of the IEI 598 - Los Amautas, from the district of Súcota, they will respond to a graphic-plastic techniques program to develop their creativity.

From the results obtained in the pre test and post test it was evident that the study group, after receiving the incentive, observed a significant achievement in the development of creativity, since a large part of the students of the IEI N ° 598 - The Amautas who were in the low level (Table 1).

In this sense, when contrasting the results it was shown that the students of the IEI N ° 598 - The Amautas, Súcota observe a high development of the dimensions: Fluency, flexibility, originality and elaboration, which demonstrates that the level of development of the creativity has been very significant, based on the contributions of Ken Robinson's Theory of creativity, Karl Buhler's Theory of Expression, Daniel Goleman with Theory of Emotional Intelligence, Theory of Meaningful Learning by David Ausubel, Theory of the multiple intelligences of Gardner.

Table 1

Comparison of the results obtained from the pre-test and post-test applied to the study group.

Low	Fluency				Flexibility				Originality				Elaboration			
	Pre test		Post test		Pre test		Post test		Pre test		Post test		Pretest		Post test	
	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%
High	3	6,4	41	87,3	4	8,5	42	89,4	3	6,4	42	89,4	3	6,4	42	89,4
Medium	10	21,3	5	10,6	11	23,4	3	6,4	12	25,5	4	8,5	10	21,3	4	8,5
Low	34	72,3	1	2,1	32	68,1	2	4,2	32	68,1	1	2,1	34	72,3	1	2,1
Total	47	100	47	100	47	100	47	100	47	100	47	100	47	100	47	100

Source. Tables 4, 5, 6, 7, 8, 9, 10,11 y 12

Date. September – December, 2016.

CONCLUSIONS

The objective of the research has been satisfactorily achieved; since it has allowed to significantly increase creativity in the students of the Prescholar Educational Institution N ° 598 - Los Amautas, Súcota.

The research process results in a Program of Graphic Plastic Techniques that has allowed to improve the creativity of the students of the Prescholar Educational Institution N ° 598 - Los Amautas, Súcota and promote an adequate teaching-learning process.

By contrasting the results of the research, through analysis and interpretation it was found that the objective of the research has been satisfactorily achieved; since it has allowed to significantly raise the creativity of the students of the Prescholar Educational Institution N ° 598 - Los Amautas, Súcota.

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