

**Modelo estratégico de pensamiento creativo para producir textos
narrativos: cuentos en cuarto grado de primaria – Lambayeque****Strategic model of creative thinking to produce narrative writing: tales in the fourth
grade of primary education – Lambayeque**SANDOVAL DAMIAN, Virginia María¹; HERNÁNDEZ FERNÁNDEZ, Bertila²**RESUMEN**

La presente investigación denominada "Modelo estratégico de pensamiento creativo para producir textos narrativos: cuentos en cuarto grado de primaria – Lambayeque", se realizó con el objetivo de proponer un modelo estratégico de pensamiento creativo para producir cuentos en el cuarto grado de primaria de la I.E 10132 Jesús Divino Maestro – Mochumí. Para formalizar la investigación se solicitó la autorización del director de la I.E, en cuyo marco brindó las facilidades para evaluar el nivel de producción de textos en la muestra seleccionada de 96 estudiantes. Los resultados de la evaluación indican que en la dimensión de planificación por grado, solo el 14% del total de los alumnos de las cuatro secciones planifica al momento de elaborar un texto, asimismo según se observa en el presente estudio, en la dimensión de textualización solo el 35% de los alumnos aplica los procesos de textualización para la correcta elaboración de un texto. Finalmente, se recomienda que el director y los docentes de la I.E N° 10132 Jesús Divino Maestro de Mochumí den mayor énfasis sobre el modelo estratégico de pensamiento creativo mediante las políticas internas y sesiones de aprendizaje significativo que contribuya a elevar la producción de textos narrativos y comprensión lectora.

Palabras clave: Estrategias, diferenciación, palta Hass, exportación.

ABSTRACT

The research "Strategic model of creative thinking to produce narrative writing : tales in the fourth grade of primary education - Lambayeque", was carried out with the purpose of proposing a strategic model of creative thinking so that the students from the fourth grade of primary education of 10132 Jesus Divino Maestro School – Mochumí, can produce tales. In order to formalize the research, the authorization of headmaster was requested. He provided the means to evaluate the level of writing production of the 96 students selected. The evaluation results indicate that in the planning dimension only 14% of the selected students elaborate a writing plan. It is also evident that in textual process dimension only 35% of the students apply the textual process to elaborate a writing correctly. Finally, the headmaster and teachers of 10132 Jesus Divino Maestro School-Mochumí are recommended to emphasize the strategic model of creative thinking through their internal policies and learning sessions, which can contribute to increase narrative writing production and reading comprehension.

Keywords: Model, creative thinking, Primary Education

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INTRODUCTION

This research is based on the creative thinking of narrative writing production. In the first place, there was a study of its main theories, the relationship with other concepts, its planning dimension, text production, revision and measuring instruments model.

According to the Organisation for Economic Co-operation and Development (OECD) (2013) "Among the 65 countries of the OECD, which participated in the Programme for International Student Assessment (PISA); industrialized countries such as China, Hong Kong, and Singapore were in the top positions in reading, Math, and Science, in comparison with very poor Latin America countries such as Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Peru, and Uruguay, Being our country in the last position.

According to the National Education Council in Peru (2013) through the document N° 36, September 2013 referring to standardized evaluations, the third phase of evaluations is characterized by being censal, here its denomination Censal evaluation of students.

MINEDU (2014) affirms that the results showed an increment in 2014 being the highest throughout the last 7 years. The increment was 11 percentage points, that is to say, 43.5 % in comparison to the 33 % in 2013 of the results registered nationally. As far as the results obtained in 2014, students from every region got better results in reading. However, according to MINEDU (2015), Moquegua is the most outstanding region regarding to achievements nationally. Concerning to 2014, where the result was 90.5 % and in 2015 was 94.0 %, the reading results nationally from students of second grade are the following: The results at regional level of the censal evaluation of students concerning reading comprehension from the students of second grade concerning to 2014 which result was 90.5 % nationally and in 2015 where the result was 94.0 % are the following:

According to the Censal Evaluation of Students results, students in comparison to 2014, have improved their learning levels in 2015 with the 3.5 %, which means that the student from

Lambayeque region are improving the reading levels.

In this context, the ministry of education (MINEDU) (2013) consider that, in our educational and social labor, writing and reading comprehension, has become a challenge for all students. The purpose of this research motivated the proposal of a Strategic model based on the creative thinking so as to make the students of second-grade write tales. Thus, the student would be able to develop writing skills using creative thinking strategies, what will allow them to express fluently through writing texts production with coherence and originality.

METHOD

The research is descriptive and projective. According to Hernandez, Batista and Fernandez (2010) it is descriptive because describes the problem in an objective and systematic way in connection with the results obtained in the different educational contexts of comprehension levels from students of primary education. Innovating strategies are required to improve reading comprehension and writing. It is projective because according to Hurtado (2010), the research seeks to contribute to solve the problem by presenting a strategic model that can develop the creative thinking in the writing production: tales in the fourth grade from primary education of 10132 Jesús Divino Maestro School-Mochumí.

According to Muñoz, this research developed the following methods (2001):

Historical method: This method was taken into account after knowing the results of the learning evaluation in comprehension, which allowed to identify the importance of writing.

Logical-inductive method: This method gave reasoning, beginning with particular cases to general knowledge. These are substantiated in the conclusions.

Hypothetical-deductive method: It was used to propose the hypothesis as a consequence of the inference based on empirical data, which contributed to the research allowing to get the conclusions.

Analytical method: This method permit to analyze the phenomenon of study in a particular way and then to relate it as a whole in a synthetic way on the results achieved.

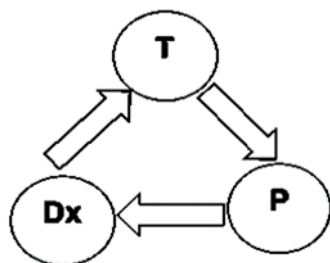
The technique used was the systematic observation, which let us in on collecting the information from students through teamwork. The checklist was the instrument which allowed to collect, process and analyze the information. This instrument was designed taking into account the variables of creative thinking study and the teaching process for written texts production, this represents one of the teaching standards to achieve the production written text competence of basic education curriculum.

Design

This research has a non-experimental design because of its nature and it follows the net diagram:

Where:

- DX: Reality Diagnosis.
- T: Theoretical Studies.
- Q: Proposal.



The sample consisted of 96 students coursing the fourth grade but from different sections of primary education in 1001 Jesús Divino Maestro School-Mochumí. The strategic proposal of creative thinking to write tales was applied to them.

Table 1
Registration Payroll 2016

Grade	Fourth grade				Total
Section	A	B	C	D	
Total	25	20	26	25	96

Source: 2016 Registration Payroll

The information analysis was made using the qualitative analysis through the statistical program SPSS version 18, obtaining a descriptive statistic. Finally, statistical tables were taken into account to present the data obtained after applying information collection instruments and the application of statisticians.

RESULTS AND DISCUSSION

Table 2
Planning dimension-by-section

Criteria to observe		
Planning	YES %	NO %
4th A	26	74
4th B	10	90
4th C	2	98
4th D	16	84

Source: Self-made

As it is observed in the study, in table 2 planning dimension by section, in the fourth grade “A”, the 26% of students elaborate a plan and the 74% of the students do not; in section “B” 10% of students elaborate a plan while preparing the text and the 90% of the student do not; section “C” the 2% of students elaborate a plan and the 98% do not, and in fourth grade “D” 16% of students elaborate a plan at the time of creating a text and 84% of the students do not.

The planning dimension evaluated by item shows that in section A, the 20 % of students do not select a recipient, a message, not even textual resources, while the 80 % of students do consider these aspects before planning a text. In section B, the 10 % of students select a recipient, message and textual resources before writing; in section C, the 100 % of students take these aspects into account, and in section D just the 8 % of students consider these aspects while the other 92 % do not plan before writing a text.

In section A, 32 % of students elaborate a writing plan to organize ideas, in section B the 10 % of student elaborate the writing plan too, in section C the 4 % of students elaborate a writing plan while the 96 % do not. Finally, in section D the 24 % of students do elaborate a writing plan to organize ideas. García (2015) looks the creativity of primary education students with disfavor, he

thinks that this happens because of the very few strategies the teacher uses in order to boost innovative ideas.

Table 3
 Planning dimension-by-section

Criteria to observe	YES %	NO %
Planning	14	86

Source: Self-made

As it is observed in Table 3: Planning dimension by section. Counting the fourth section in general, there is a 14 % of students who certainly plan when elaborate a text and the other 86 % of students do not plan. On the other hand, Gonzaga (2015) affirms that in the planning the tale is not applied daily as a way of developing the creativity and thinking in children.

Table 4
 Textual process dimension by section

Criteria to observe	YES %	NO %
Textual process		
4th A	37	63
4th B	32	68
4th C	26	74
4th D	44	56

Source: Self-made elaboration

In table 4, section A, 37 % of students apply the textual process to create a correct text, while the 63 % do not apply the textual process correctly; In section B the 32 % of students do apply the textual process and the 68 % do not. In section C the 26 % of students do apply the textual process and the 74 % of students do not; finally, in section D the 44 % of students do apply the textual process and the other 56 % of students do not. In 2011 Caceres, Diaz and La Rosa made a research on texts production obtaining low results too.

Table 5
 Textual process dimension by section

Criteria to observe	YES %	NOT %
Textual process	35	65

Source: Self-made elaboration

As it can be observed in table 5: Textual process dimension, the 35 % of students do apply textual process for a correct text production. According to Suárez's research (2014), the 80 % of students have a good text production communicative competence.

Table 6
 Revision dimension by section

Criteria to observe	YES %	NOT %
Revision		
4th A	54	46
4th B	50	50
4th C	40	60
4th D	50	50

Source: Self-made elaboration

In table 6: Revision dimension by section: Section A, 54 % of students review when presenting a text and the 46 % do not apply it; in section B the 50 % of students apply the revision, as well as the other 50 %, do not apply it. In section C the 40 % of students do apply the revision and the other 60 % do not apply it; finally, in section D the 50 % of students do apply the revision when presenting a text and the other 50 % do not apply it.

Table 7
 Revision dimension by section

Criteria to observe	YES %	NOT %
Revision	48	52

Source: Self-made elaboration

As it is observed in table 7: Revision dimension by grade, the 48 % of students from fourth grade do apply the revision when presenting a text while the 52 % of students do not apply it.

Proposal structure and development

The present proposal is called Strategic model proposal to produce narrative texts: tales in the fourth grade of primary education - Mochumí.

METHODOLOGY

To carry out this proposal, eight sessions of significant learning are necessary, with the theoretical contributions, which will allow to

promote and apply strategies for creative thinking so that the mental and pedagogical processes can be established. The teaching of writing starts in schools. It is traditionally thought that writing means know how to draw scripts and write different types of texts taking into account spelling and grammatical rules of our language. However, the Strategic model proposal of creative thinking to produce narrative writing : tales in the fourth grade of primary education- Mochumí-2016, makes emphasis in the production of more creative writing, allowing the students to activate their creative capacity.

Proposal schedule

Topic	
Understanding a new world	1st week
Let's play to create a tale	2nd week
Playing and learning	3rd week
Awakening my inner writer	4th week
My little writer	5th week
Writing: A new world to discover	6th week
Creating my character, I am an artist!	7th week
I invite you to know my world	8th week
Total: eight weeks of learning	8 weeks

Evaluation

First evaluation. In order to develop the investigation and improve the process, a diagnostic evaluation was carried out in 10001 Jesús Divino Maestro School- Mochumí, using the checklist.

Process evaluation. In order to achieve the objects set out in the project, The strategic model of creative thinking will be worked in different learning sessions so that the process can be optimized and the critic aspects can be focused to get better results and interventions.

Final evaluation. It is important to mention that the intervention area implies a continuous improvement process, which let us optimize the use of our resources in the fulfillment of the institutional mission so that the students can solve challenging situations through written language. In this situations, the student must have clear purposes, select the relevant text and know the text characteristics so as to read it and write it. He must also revise the text on his own or with his classmates, both in the content aspect as in the use of linkers, besides the resources, ideas

relationship, and vocabulary.

Sessions Organization/ Learning workshops

Purpose. Students will be able to develop skills such as describe, summarise, define, explain, justify, argue and demonstrate, all this through text production. To achieve this, three aspects must be considered: planning, textual process, and revision.

It is necessary students put different creative strategies in practice for written production in different contexts and different purposes, all this based on the acquired knowledge during classes. It is also necessary to identify linguistic elements and appropriate communicative resources for the session development.

The created texts evaluate relevance criteria, adequacy, knowledge, and organization. Regarding syntax, relevant aspects to sense and intention of the text will be considered.

The future teacher has to apply the strategies of writing process with his students as part of linguistic and communicative competence development.

Session competences. To design teaching planning applying their discipline pedagogical knowledge to respond to the context needs. Within the planning frameworks and study programs of basic education, the student has to comprehend oral texts, express orally, comprehend written texts and produce written texts.

Proposed competence: Creative interaction with scenic expressions.

Creative thinking strategy to produce narrative texts.

SIGNIFICANT LEARNING SESSIONS N° 1:

Understanding a new world

- Forming shapes by using their imagination (MINEDU, 2006)
- A tale from an image (Hernandez, 2001)

The creative teacher's attitude and behavior according to Heinelt (1979): He stimulates the creative process and observation, helps the student to be more sensitive, promotes the

perceptual and emotional sensitivity to things and promotes learning through discovering, he stimulates problems and provides ideas.

SIGNIFICANT LEARNING SESSION N° 2:
Let's play to make a tale

- The Fantastic Binomial (Rodari, 1973)
- A tale from an image (Hernandez, 2001)

The creative teacher's attitude and behavior according to Heinelt (1979): He stimulates the creative process and observation, promotes intellectual flexibility, avoids rigidity and vertical dogmatism, promotes learning through discovering, he stimulates problems but provides ideas and promotes the tale production from two images randomly.

SIGNIFICANT LEARNING SESSION N° 3:
Playing and learning

- The Fantastic Binomial (Rodari, 1973)

The creative teacher's attitude and behavior according to Heinelt (1979): He stimulates the creative process and observation, promotes intellectual flexibility, avoids rigidity and vertical dogmatism and promotes the tale production from two words randomly.

SIGNIFICANT LEARNING SESSION N°4:
Awakening my inside writer

- The invisible tale (Hernández, 2001)

The creative teacher's attitude and behavior according to Heinelt (1979): He encourages the student self-confidence and assertiveness, promotes intellectual flexibility, avoids rigidity and vertical dogmatism, prefers a democratic attitude than an authoritarian one. He promotes cooperation and solidarity with responsibility.

SIGNIFICANT LEARNING SESSION N°5: *My little writer*

- Tales production from a sequence of images (Hernandez, 2001)

The creative teacher's attitude and behavior according to Heinelt (1979): He promotes intellectual flexibility, avoids rigidity and vertical

dogmatism, promotes lateral and divergent thinking for creative activities with the purpose of perceiving whole structures and a complete vision.

SIGNIFICANT LEARNING SESSION N°6:
Writing: a world to discover

- Six hats to think (De Bono, 2006)

The creative teacher's attitude and behavior according to Heinelt (1979): He stimulates the creative process and observation, promotes the lateral thinking and production of a tale from the hat they are wearing.

SIGNIFICANT LEARNING SESSION N°7
Creating my character, I am an artist!

- Fantasy and logical thinking (Rodari, 1973)

The creative teacher's attitude and behavior according to Heinelt (1979): He stimulates the creative process and observation, promotes the lateral thinking and encourages the student as a creator (Rodari, 1973).

SIGNIFICANT LEARNING SESSION N°8: *I invite you to my world*

- The theater of children (Rodari, 1973)

The creative teacher's attitude and behavior according to Heinelt (1979): He stimulates the creative process and observation, promotes the lateral thinking, encourages the student self-confidence and assertiveness and promotes theater, last but not least promotes reflection (Rodari. 1973).

CONCLUSIONS

As a conclusion, in the planning dimension by grade, 14 % of the students of the four sections elaborate a writing plan before writing a text and the other 86 % of students do not do it.

It is also concluded that in the textual process dimension by grade, the 35 % of students apply the textual process in order to write a text correctly, while the 65 % of students do not apply the textual process.

In the revision dimension by grade, the 48 % of students from fourth grade revise the text before presenting it, and the other 52 % of students do not.

Finally, it can be deduced that in section A, the 32 % of students do a writing plan to organize ideas, in section B the 10 % of students do a writing plan too, while the 90 % of students do not do it. In section C just the 4 % of students do a writing plan while the 96 % do not, and last but not least in section D the 24 % of students do a writing plan to organize ideas and the 76 % of students do not.

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