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Creativity methodologies and the elaboration of texts in regular basic education

Metodologías de creatividad y la elaboración de textos en educación básica regular

Metodologias de criatividade e elaboração de textos no ensino básico regular

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ABSTRACT

The essential purpose of this study is to confirm the link through creativity methodologies and the elaboration of texts for students of Education Basic Regular-EBR (secondary level). The treatment and structure of this study adopted the type of descriptive - correlational research by means of methodological approaches in writing contributing to strengthen their imagination and creativity for the elaboration of texts, being the sample of 88 students, seventh cycle of the secondary level- EBR, followed by achieving results of methodologies of creativity more constant, these are the instructional ones, besides committing to articulate the solidification of their formation. The degree of knowledge in the elaboration of texts of main impact is the procedure of textualization in the dimensions, illustration and methodological variety of imagination and boom in the elaboration of texts in students of EBR in addition it was determined to have linkage.

Keywords: Learning; Creativity; Writing; Teaching; Methodologies.

RESUMEN

El esencial propósito de este estudio es confirmar el vínculo a través de metodologías de creatividad y la elaboración de textos para estudiantes de Educación Básica Regular-EBR (nivel secundario). El tratamiento y estructura de este estudio adoptó el tipo de investigación descriptiva correlacional por medio de enfoques metodológicos en escribir contribuyendo a reforzar su imaginación y creatividad para la elaboración de textos, siendo la muestra de 88 estudiantes, séptimo ciclo del nivel secundaria- EBR, seguido de lograr resultados de metodologías de la creatividad más constantes, estas son las instruccionales, además compromete articular la solidificación de su formación. El grado de conocimiento en la elaboración de textos

de principal repercusión es el procedimiento de la textualización en las dimensiones, la ilustración y variedad metodológicas de imaginación y auge en la elaboración de textos en estudiantes de EBR además se determinó tener vinculación.

Palabras clave: Aprendizaje; Creatividad; Elaboración de textos; Enseñanza; Metodologías.

RESUMO
O objetivo essencial deste estudo é confirmar a vinculação por meio de metodologias de criatividade na elaboração de textos para alunos do Ensino Básico Regular-EBR (nível médio). O tratamento e a estrutura deste estudo adotaram o tipo de pesquisa descritiva - correlacional por meio de abordagens metodológicas na escrita, contribuindo para reforçar sua imaginação e criatividade para a elaboração de textos, sendo a amostra de 88 alunos, do sétimo ciclo do nível médio - EBR, seguidos de alcançar resultados a partir das metodologias de criatividade mais constantes, estas são as instrucionais, envolve também articular a solidificação da sua formação. O grau de conhecimento na elaboração de textos de principal impacto é o procedimento de textualização nas dimensões, a ilustração e variedade metodológica da imaginação e o boom na elaboração de textos nos alunos da EBR, também foi determinado ter uma conexão.

Palavras-chave: Aprendizagem; Criatividade; Preparação de textos; Ensino; Metodologias.

INTRODUCTION

The world is going through changes in all areas, they also contribute to the progress of humanity, especially education, where the knowledge society requires students to be efficient, who gather competencies, capacities, abilities, skills, competitive and creative, which they must demonstrate. in the students. The United Nations Educational, Scientific and Cultural Organization (UNESCO) in its report observes that there is currently a large number of students excluded from education caused by the pandemic, the report carried out by; "Monitoring Education in the World" where it indicates that 40% of states in the world stop attending students during COVID-19. initiating the priority in establishing new models, assisting students who lack essential reading and writing skills, primarily segregation in education, at an international level, the PISA evaluation, awarded in 2018, evaluating reading and writing skills. Likewise, OECD (Organization for Economic Cooperation and Development) chooses 15-year-old students in state and private educational institutions in the nation's departments. 35 associated countries participated, 10 of which correspond to Latin America and the Caribbean. Managing to demonstrate results of the total population of countries that were part of this test, without achieving the expected indicators, defective understanding of texts, likewise, the 10 Latin American nations are one indicator below the other OECD countries, consequently, These results make it essential to restore the posture, when this competence does not increase favorably in the students, they would not achieve their writing skills.

First of all, specify that the MINEDU-National Ministry of Education (2018) programs the Sample Evaluation (MS) evaluating written competence, it was for students from public and private educational institutions, reaching up to 20.2% of students who achieve the indicator expected in writing, followed by 56.0% of students reaching a process indicator, finally 23.8% of students reaching the initial indicator. We must also note a slight progress in this analysis, leaving new methodologies for teaching this competence to be strengthened. Given this, the MINEDU proposes to write,

addressing significant situations, narrating different types of texts and genres, and promoting stimulation towards writing. It is important to note that our National Curriculum takes this perspective into account, since it seeks to teach students communication skills during the course of their studies, this focus being on guiding communicative competencies and reading and writing, when language is part of the people they can communicating with everyone, likewise, considering social practices, one action is to talk and is always in people's daily lives, finally, emphasizing the language that will depend on how it is used in each society, also knowing that each nation has a large cultural variety.

Velásquez (2022) expresses about creative teaching strategies that imply profound changes in daily practice, which is why he believes it is important to take into account the intended intentions, the resulting interrelationships, the work environment and the ability to flexibly face bad times. actions, with great learning opportunities, done strategically from the ordering of the learning process to the capacity for reflection.

The creative thinking of the teacher allows solving learning difficulties and the implementation of educational innovation projects is considered a strategy whose criteria describe something new in each situation, the objective that leads to the search for improvement, involves accepting and imagining creative ideas and changing, generate ideas to solve identified problems. (Carvalho *et al.,* 2021) considered activities to seek teachers to express their ideas, participate in recreational activities, use audiovisual materials, share experiences between teachers and evaluate the implementation of projects, among which are the strategies to develop the teaching creativity, demonstrates impulsiveness for new skills.

For their part (Caldwell, *et al.,* 2020) they consider the creative achievement of the teacher as a strategy, especially when their participation is with technology through digital collaborative tools, platforms,

among others, in which they can be applied and developed through visual dissemination, exerting a great stimulus to adapt, progress and be reused in innovative creative ideas, it is also possible to additionally use effective editions, which will allow establishing a link with cultural thought, inhabiting and exercising the transformation of creative thinking, in this way the exchange occurs of ideas, all this will help build knowledge as a team and on the part of a limited group of participants we must promote creativity, consequently teachers and students must interact effectively with tasks of great creative potential, creative visualization, interactive comics, ingenuity , recreation, humor, the idea, the mental map, the analogy among others.

Creativity was already known long before, there were people with inventiveness, brilliant imagination, cleverness in generating ideas, like students demonstrating their own skills and cultural abilities, etc. Its repercussions for carrying out studies in Europe and North America, in this circumstance encourages greater attention to the imagination, focused exactly on the methodology and application dimension, where the particularity of the topic and the complex work that the study faces and then arriving at to verify in the exercise of increasing creativity, one of its essential tasks of study is to know creativity and intelligence are diverse faculties, as well as to identify eight skills that constitute creativity, the person's own thinking, whatever the signature, the concept of imagination is the main one. promoter of all creative tasks, he attributes fundamental functions such as discovering ideas and transforming them.

Taking into account that it is asserted, the intelligence and capabilities of the person, the most distinguished is the associated creativity of the imagination, with appreciations that can lead to solutions to issues and carry out creative work, this current society is not attributed like yesterday where everything It was considered absolute, eternal and free, and people are in charge of changing this

reality, of finding new ways of living, of really changing our society so that emphasis is placed on the field of education because we are all dependent. for their training that will positively impact future generations. Modern teaching, communication and language need an investigation of two specific notions, one of them being the support in writing texts in the EBR, creative writing also contributes to students in externalizing their imagination, their own feelings, experiences and feelings, to through interactive comics.

Achieving and raising our quality of education, one of the primary objectives as an educational policy of the MINEDU and the CNEB, is at the same time one of the most urgent challenges to face, prioritizing strategies that promote the growth of communication skills in learning and interaction. with knowledge and the educational mission, strengthening communication skills. The EBR is committed to its mission and challenges students to fully develop the three indicators, achieve growth in abilities, skills and competencies, managing to guide the progress of their comprehensive training by being a person who empowers and motivates other students, exercising the communication skills in a message. State education currently faces several challenges, ensuring that young people strengthen their ability to communicate orally and in writing, being valuable tools allowing them to improve their performance for any area that requires development.

Human beings are born with capabilities, which is why writing has become a cultural and social good that provides multiple benefits, among them it is the cause of knowledge, it increases communication between people, being an ambassador for creators of their history, writing It is essential for students to be more successful in strengthening communicative skills, their academic studies and in professional practice, since this often depends on the skills they acquire in the effective use of writing as a means of communication. Therefore, learning written code is the main goal of educational institutions, through which students can consciously express their thoughts and feelings and communicate effectively with others, using interactive comics.

It is necessary to clarify how educational psychologists have managed to focus specifically on study topics that are of fundamental importance, focusing on diversity in the school environment, and that they have done so in an interdisciplinary context, that is, as participants and professionals, they resolve the problem, according to (Unir Revista, 2020).

From this point of view, we must mention various psychopedagogical theories that strengthen the capacity for creative development. Among them we can mention the theory of association and conditioning, Watson, Thorndike, Skinner. Genetic cognitive psychology. Ausubel, Graaf, Bruner. Theories of information processing, Simón, Gagné, Pasqualeone . Innate dialectical psychology, Luria, Vygotsky, Rubinstein. Gestalt theory and phenomenological psychology, Kafka, Kohler, Maslow.

It is worth mentioning the purpose of psychopedagogy is to provide the educational community with a holistic orientation to optimize the learning process using pedagogical methods and resources that facilitate the development and accumulation of knowledge of students based on their limitations or abilities (Rodríguez, *et al.,* 2020).

We know that creativity and writing are closely related, one inspires the other and the two concepts can be compared. Expressing the main purpose in creating a text is important because it strengthens communication skills and therefore promotes the growth of imagination and creativity, emphasizing that writing a text is subjective and requires great abilities, skills and abilities, therefore that interconnections and coherence must be

considered. Ideas and secondary ideas. Therefore, the skill of writing texts must be developed using appropriate strategies, media and teaching aids.

CERLALC (2022) published a report, review of the literature on programs aimed at improving writing skills, found that related research on text production and creativity in many Latin American countries based on intermediate and advanced levels, the topics are of interest because of their relevance to this study. Having a Creative Writing Program is a decision to deploy the skills and abilities of student writers through a virtual community, stimulating the writing practice of students, promoting a tight connection with local and national literary authors, promoting creative and writing contests with all educational institutions. The creative writing experience, also carried out by the Read organization, consists of the creation of creative and imaginative texts for students with the aim of providing teachers with the means and materials to promote the beautiful and imaginative literary world with its students.

According to Camargo, (2018), creativity is a learning strategy that is fundamental for all learning. It is one of the most primitive human manifestations, which means the integration of basic cognitive processes and higher cognitive processes for the realization of new ideas; that is, the analysis, evaluation and resolution of numerous positions that show in the future of a person. Some think that creativity is the skill of great individuals, but I believe that everyone is born with a certain degree of creativity and can progress through teaching methods, writing skills combined with fact and fiction. We know that creativity is a challenge in today's education. Imaginative and creative students who easily interact with each other with different people and different scenarios, demonstrating the progress of their abilities, skills, cultural communicative competencies to resolve situations in their environment.

As expressed by Aguilar, G. (2018), creativity exists in every subjective process of transformation, it is a self-realizing quality and a means for the development of the human being, therefore, "creativity" does not understand biases, it is provided equally. , without prejudice, is autonomous and concludes that students with learning difficulties must be provided equally, to promote the same creativity for all, teachers must promote creativity in everyone regardless of their abilities, skills, gender, etc. Encouraging your imagination through writing methodologies, creativity is essential in personal impulse and important for your well-being and increasing your independence in the creative writing of a story helped by interactive comics.

The pedagogical guidelines and recommendations serve to promote interest in creative writing, cognitive and social affective growth, and implement practical methods for the promotion and growth of creative writing, to see writing as a story of creative process that students can devise. and manifest sensations, ideas and impressions, creative writing prioritizes the planning phase and provides students with a variety of means to organize their imagination and initiate to write, the way it is taught in the classroom has traditional ways like writing. However, these approaches begin and focus on acquiring writing skills, these advanced stages of learning develop written expression, as EBR students perform different types of writing in which skills are assessed. Use appropriateness, coherence, cohesion, accompanied by the respective correct grammar, spelling and syntax.

Silva E., (2019) argues the importance of emphasizing and it is likely that students have a strong motivation to create texts on a topic or one of their favorite topics, the teacher takes into account the interests of the students, who have more fun By expressing ideas in writing, they research and learn more about what they want to write about, organize their thoughts better, capture what they want to express and what others will think. While reading, they can also consider their preliminary

knowledge regarding the voluntarily chosen topic, because there are no empty spaces in their mind. On the other hand, the study stands out as the use of the various technological instruments used in the innovation laboratory or classroom of educational institutions, as comic management tools: Pixtón, Piktochart, Mindomo , Google Docs and others, which give life to the text creation process. Although students often use interactive inputs to learn, many of them are new and the most important ones make writing easier because they have expressive elements or components that allow them to write and transcribe, condense information, share and collaborate with others.

Callejas J., & Méndez M., (2029), suggest that to use a virtual environment that is beneficial in improving the productivity of texts written by students themselves, teachers must plan in advance, a virtual tool chosen that meets the needs of their students. students. Again, it is recommended that the process be reviewed regularly and appropriate adjustments made according to the needs of the students themselves. These virtual environments must be characterized in such a way that they allow the development of innovative strategies based on important learning assumptions, thus Students perceive generating texts not as a motor activity, but even more as an ability to fully communicate thoughts and ideas.

Herrera C. *et al.,* (2022) found that when developing intervention proposals aimed at overcoming the production of written texts using the Ardora application as a virtual learning strategy, it was necessary to deploy functional virtual teaching methodologies for students to write, ability to diagnose written texts and consequently establish goals based on their needs. It is also necessary to choose a structure model of organized and logical activities for the transformation of learning that help achieve the purposes, avoid getting used to not planning, in addition, the tasks must

focus on the student and their skills to be developed.

This research work admits the demands in everyday life that require us to be able to use our creativity and imagination through interactive comics, to translate our thoughts or feelings into written form. School work, professional activities, as well as our interpersonal relationships need us to develop writing skills. Writing reports, letters, correspondence or other functional texts is a common practice in our daily activities.

The study of text creation must begin with the creation and writing of texts in a specific context of space, time, and real and fictional images. The formulation of the question was based on the following question: What is the relationship between the EBR students' approach to creativity and text elaboration? Teachers must engage in a process that overcomes creativity and writing difficulties, increases the ability to maximize students' potential, allowing them to obtain better grades and immediately impact academic performance.

Imagining and elaborating literary texts are never addressed in time, most parents are not interested in children exercising writing with their imagination and creativity, while teachers use inadequate methods in the progress of writing skills, but rather that students They learn by writing. Their creativity and imagination is not shown, which reduces the self-esteem of adolescents and affects the rejection of incorrect writing. These views are socially relevant to this study. These results achieved in the study will allow offering possibilities of solutions for the evolution in the creation of texts, enhancing creativity and imagination, using appropriate strategies in a real environment, while trying to contribute to decision making. Developing their communication skills is a benefit for EBR students through research that attempts to provide reference to the growth of text preparation and the management of creative methods from the approach of the EBR teacher to determine

the best academic development of the students. Therefore, the methods of applied creativity include the variety of learning approaches, mainly linking with cognitive paradigms, also integrating appreciations and variants, allowing the investigation of the improvement of imagination when the extracts are articulated in different contexts, using interactive comics.

Tests of pedagogical origin will be used with psychological support, the dimension of progress of written creativity and the magnitude of text processing methods, again this will allow us to perceive degrees of imagination and elaboration of manuscripts in the students, before this task the scientific community, mediating institutions, teachers, students, the family will contribute to the strengthening of education and develop new methodologies to improve educational quality, this study will examine the relationship between creativity methods and the level of text production relations, which will lead to other types of research such as quasi-experimental. Likewise, this study aims to fill some gaps in scientific knowledge, principles and methodologies regarding the correspondence found between the aforementioned variables. Noting that its purpose is to establish the connection of creative methods with the creation of texts, the development of programs, which is important for the creation of texts for students of the EBR modality.

MATERIALS AND METHODS

This study strengthens the imagination of students of all levels of EBR, the developed methodology is based on applied qualitative educational methods, the samples are deliberate and selected with a standardized sample. The methods, techniques and tools used show the level of development of the student's creativity, which reflects the following assessments: fluency, originality and motivation, thus the teacher leads the learning procedure.

The study was induced to the creativity of the EBR students, it is designed according to the positivist paradigm, since it supports research that aims to statistically substantiate hypotheses and select variable criteria using numbers, quantitative methods are taken into account because they are can estimate the magnitude of the phenomenon under study and test the hypothesis. (Hernández & Mendoza, 2018), the study is descriptive-prospective and aims to analyze the object phenomenon, in terms of its characteristics and the profiles of the respondents, also prospective because it provides suggestions to overcome limitations before problems arise. Its goal is to develop programs for creative approaches. The design of this project is "non-experimental" because only variables are analyzed without manipulation, design scheme:
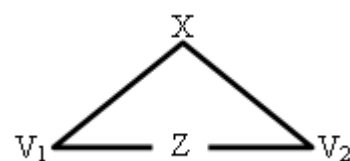
Where:

X: The sample of students from the seventh cycle of EBR.

Z: Creativity and text elaboration, correlation coefficient.

V_1: Creative methodologies, Variable 1.

V_2: Preparation of texts, Variable 2.

The study is part of the classification that is made of the relevant type, that is, it is a descriptive study, this type of study is characterized because it does not provide manipulated variables, it is cross-sectional, it is observed in the natural phenomena that occur in the environment. environment and then analyzes them, non-experimental studies are empirical and systematic studies in which the scientist does not directly control the independent variable because it appears to have arisen

or is intrinsically non-manipulable, drawing conclusions about the relationship between the variables rather than direct intervention It is the simultaneous change in the independent and dependent variables because the purpose of the study is to quantitatively examine the results of the variables.

The scope of the study is correlational, not experimental, the purpose is to assess the link between the conceptions, categories and variables, the quantitative correlation, variables that quantify the relationship, measuring all possible correlated variables and then measuring and analyzing the correlations. This study uses a quantitative perspective that uses the compilation and contrast of data to answer study questions, verifying the hypotheses that have been established in advance based on numerical calculations and statistical weightings to identify behavioral models in the population, the research design corresponds to the transversal descriptive correlation, because the measurements are taken with the objective of specifying what happens with reality, the existence of quantitative methods that analyze the links between the variables studied. (Table 1)

Table 1 - Students enrolled according to payroll.

Degree	Section		Total
	TO	b	
3rd	22	twenty-one	43
4th	23	22	45
Total	45	43	88

The selective evidence had a non-probabilistic sampling technique, the research decided to form the sample in this way, it was made up of 88 secondary school students of cycle VII of EBR, tools such as those used to collect data are surveys, with the help of large-scale questionnaires, this allows collecting information about the sample as a representative part of the study, the interview is direct contact with the academic management in accordance with the communication subject, compiling this information being essential for the creative increase in the writing of texts.

Surveys and interviews were used to obtain information on the methodological variables of creativity and text elaboration. A questionnaire was used for the creativity method variable and a development scale for the text exposure variable. Tools for validation and reliability of the creative methodology and text writing, formulated at the beginning, in the process and at the end in the text of satisfactory alternatives, approved by the Ministry of Education and expert evaluation.

The numerical weighting procedure, the data treatment form is processed in the Excel spreadsheet, frequency tables, correlation coefficient; Chi-square, the way of analyzing the information, the presentation of the consequences through the application of the bar graph and the regression measure, the aspects of this study protect the identity of the research agents, taking into account an ethical position, confidentiality of information, informed consent, free participation and anonymity, open or used for purposes other than academic, participation without coercion, only to learn.

RESULTS

To carry out this research work and achieve results in the seventh cycle of EBR for students (Table 2), appropriate techniques and tools were used, which include two variables: the creativity method and the level at which the elaboration was developed. of texts in a descriptive environment.

Table 2- Most frequent creative methodologies in students in the seventh cycle of EBR.

Learning methodologies	Absolute frecuency	%
Training	45	51.14
stimulation	43	48.86
Total	88	100.00

It is observed among students of the seventh cycle, secondary level of EBR, the most common creativity methodology is the formative one, this reached 51.14%, this reflects the content management strategy, it can also be observed that the stimulation reached 48. 86% after the learning procedure, students independently directed their lesson by acquiring knowledge, changing the variety of learning tasks to create open-ended tasks that encourage collaboration, and presenting questions and alternatives in an open-ended manner that allows for a variety of responses. (Table 3)

Table 3- Degree of increase in the development of more useful texts for students in the seventh cycle, secondary level of EBR.

Magnitude of creation in creating texts	Absolute frecuency	%
Programming	44	50.00
Write	44	50.00
Total	88	100.00

It presents an increase in creativity in the elaboration of texts with a better, broader adaptation, pedagogical procedures such as programming and writing, resulting in 50.00% of EBR among seventh cycle students, secondary education, refers to the increase concerning oral and phonological, that is, they write missing words, invert letters, misspellings, write incomplete words for long periods of time, use regular and spontaneous spelling, have difficulty following instructions and understanding what is read, write single sentences, create short texts, in life

experiences, stories, poems, etc. , his written texts are original and creative.

Table 4- Creativity methodologies and increase in writing texts with seventh cycle students, secondary level of EBR.

Learning methodologies	Magnitude of creation in creating texts		TOTAL
	Programming	Write	
Training	22.5	22.5	45
stimulation	21.5	21.5	43
Total	44	44	88

We can determine the frequency distribution of the observations divided into 2 columns and 2 rows according to Table 4. To find the degree of freedom of a 2 by 2 table, you need to multiply the number of columns minus one and by the number of rows minus one, this means; (c-1)(f-1), then (2-1)(2-1) = 1, in this case, (á=0.05) this 5% significance level and the 1 degree of freedom were used is (1), while tubular Chi square (x^2 t) from the table is 0.01, these hypotheses to be compared for this study are through statistical contrast using Chi-square.

Table 5- Determination in relation to the result of Chi square and calculated tabular Chi square.

Creative Methodologies and/or Increase in the elaboration of texts				
Chi Square X2	Degree of freedom Gl	Significance level	Tubular Ji Square X2 t	Determination
0.02	1	0.05	0.01	Negate the null hypotenuse

The Chi square estimate (X^2) is established through information collected in the collection instruments, achieving as a result Chi Square (X^2) is (0.02), followed by degree of freedom (Gl) is (1), The result

of Chi Square [tubular] _ elaboration of texts in students of the seventh cycle, secondary level of EBR are not autonomous, it means that they are linked.

DISCUSSION

The fundamental purpose of this article is to show if we have a tight relationship on the variables, correlations in creativity methodologies and/or increase in text elaboration with EBR students.

Writing is a very difficult skill because it requires the parallel attention of several indicators, expressing a basic message to leave it in the freezer requires thinking about the note you want to communicate, preferring appropriate words to express, encouraging precise hand movements and making the letters have shape and size.

Writing proves to be a complicated skill, this requires attending to multiple characteristics simultaneously, writing a simple note to leave it stuck in the freezer already requires thinking about the message you want to convey, choosing appropriate words to express, promoting precise hand movements so that the letters have the right size and shape.

The greatest creativity methodologies used by the students is the formative one, reaching 51.14%, where it fully shows the content management strategy. It is also observed that the stimulation to prepare texts achieves 48.86% later in the learning procedure, giving our opinion. to know the relevant use when preparing writings in addition to the proper management of resources, motivating yourself to write, activating yourself in each of the sessions to be developed.

In terms of creativity, 46% of students showed true creativity in their work, 20% said their work was somewhat creative, and 34% said their work was not very creative. Therefore, it can be concluded; Students take time to generate new and creative ideas to capture in their compositions. According to Crespo (2018), quirkiness is an important part of creativity, the way we connect distant ideas, the way we observe reality, where ideas are innate and leads to new ideas, a valuable factor is the aptitude that defined very broadly, one can come up with something new that has no significant creative value.

According to Leonetty, (2018): "Writing is knowing your thoughts, which are agreed upon, but writing alone is not enough, the writer must write with originality, coherence and clarity, he has and must make the grammatical essence known" (p. 12).

Writing an essay consists of an organized and coherent repertoire of ideas that conforms to the rules of spelling. The progress in the magnitude of creation to prepare texts is considerable, the prevalence in students of the seventh cycle is programming and writing, while the training and stimulation in both reached 50.00%, that is, the correspondence is progressive in relation to verbal systematization and phonological, when they write, they lack words or distort letters or present spelling errors, they use conventional spellings, but also spontaneous ones, they write incomplete words when they are long, it makes it difficult to understand indications, assimilate interpretations, they create short texts that write isolated phrases as in: (stories, poems, accounts of lived experiences, recipes, permits, descriptions, narrations, etc.).

Herrera, *et al.,* (2022) state that the assessment of the level of development of all the dimensions that make up the production of written texts is low, the grammar rules stand out, the minimum score is (3.07) in the production of personal texts (5.07) according to the qualitative scale, students who are also close to achieving the required learning in most dimensions, although they do not achieve it in one dimension, this shows when the test presents a series of problems

in the resolution of grammatical rules, especially in the case of spelling and basic punctuation, that is, they make it difficult to correctly mark verbs and properly use punctuation. Likewise, they can detect conflicts through the correct use of the characteristics of the narrative where the written texts lack a link, while coherence and adequacy presents the basic structure of the text, because it is not written with respect to the introduction, development and conclusion; write according to the type of narrative and create personal written texts with a specific communicative purpose.

The Ministry of Education, through its decentralized management bodies, proposes the creation of texts consisting of the basic procedures: planning, writing or textualization and revision, revision, addition and correction in a recursive and interactive way, rewriting, highlighting the mental representations of the children about content and the structure of information, this situation allows the teacher to develop the metacognitive process, that is, reflect on what the students themselves do, the basic procedure proposed by the transformation of writing, to try to translate the proposed content into an outline that includes a hierarchical writing plan in relation to the rules of the linguistic system, expressing ideas in a linear and understandable oral discourse about the expressive characteristics and the established sociocultural conciliations.

The revision protocol is when the author compares his text with the purpose proposed in the plan and reads that he makes improvements to the text until reaching the final translation. At this stage it involves evaluating and changing the text in relation to the proposed purpose or goal. . Assuming two subprocesses, these results demonstrate that after applying creative methodologies and text elaboration, the correlation coefficient Chi-square (0.02) is greater than tubular Chi-square (0.01), with 95% significance and important as The degree of freedom results (1) of lower hierarchy.

Arroyo M. & Carrión J., (2021) demonstrates the inference of data achieved in the preparation of students' writings, works prepared by 50 students on the evolution of creative writing were analyzed, these writings were evaluated through a rubric which allowed collecting information on the progress of creative thinking in seventh-year students, with respect to the naturalness of their testimony, reaching 40% of students have a number of innovative and attractive ideas which appear spontaneous in their writings, 24% reflects a somewhat creative work, delivers some creative and novel ideas, and 36% demonstrates uncreative work, their writings present a creative idea, it is concluded that fluency, creativity and writing are important factors in the creation of texts for creative writing procedures, and from the results it can be concluded that the permanent use of reading and writing strategies did not produce the expected results, showing that the students' writing was acceptable, but not optimal because they were rarely creative.

The creative methodologies and the growth in preparing texts with students of the seventh cycle, secondary level of EBR, confirm a close relationship. They support the statistical tables based on the correlation coefficient of the calculated Chi square (0.02), while it has exceeded the value of the tabular Chi square (0.01), achieving the 95% level of importance, obtaining the free degree in (1) that is, recognizes the alternative hypothesis.

The very common creativity methodologies of third and fourth grade secondary school students of EBR, determines to be clearly formative in 51.14%, this means the use of methodologies through their teaching - learning, capacities, abilities, competencies and skills, based to their interests and needs, to interact with others. They strengthen their skills through the development of their capabilities, stimulating them to develop tasks considering questions at a literal, inferential and critical level.

The didactic protocols used throughout this research work in reference to the competence of writing texts that are of greater mastery were programming and writing with 50.00%, this shows understanding that there are issues when using congruence, coherence and the relevant management of connectors in writing texts, that is, they write paragraphs without a sequence of ideas and with poor spelling.

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