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CREATIVE LANGUAGES AS A TEACHING STRATEGY FOR NEW LEARNING STYLES

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Abstract: Creativity and innovation are fundamental for the teacher to find new ways of teaching and learning. Creative languages offer the opportunity to explore language as a space for coexistence that enables the inclusion of students with their respective learning styles. In this research, a mixed approach is carried out, based on a documentary-type descriptive design, which seeks to show how creative languages are a didactic strategy that allows the integration of student learning styles.

Keywords: Creative languages, language, learning styles, didactic strategy.

INTRODUCTION

The inclusion of learning styles responds to the need to conceive students from their complexity, with their particular characteristics and needs. The above is the starting point for the teacher to design didactic strategies that guarantee the achievement of objectives, facilitate and enhance student learning. Inclusion also emerges as a condition for the creation of knowledge, and transversality helps to conceive reality from different angles, which allows a better understanding of the problems and challenges that arise in the environment.

Faced with the challenge of seeking the inclusion of different learning styles in didactic strategies, it is necessary to explore new ways of teaching and learning. The contributions of Humberto Maturana Romesín (2002) on the relationship between education and language invite reflection on the importance of language as a space for individuals to coexist, its impact on education and the need to create environments that enable its development. Besides, Edgar Morin (2003) conceives the relevance of language when analyzing how they are interrelated: brain, language, culture and mind; condition to take into account to understand part of the complexity of the

human being and his relationship with his surroundings.

Creativity and innovation are two elements that allow human beings to find new ways of doing things, creating works, transforming themselves and transforming their reality. Creative languages are one way to achieve this. As an example of the application of the above, there is the educational model EVALUTILE (2017), which starts from a comprehensive vision of the student to seek its development through creative languages as a possibility to take advantage of its particular characteristics.

In this article, a mixed-cut investigation is proposed, based on a descriptive documentary-type design, which seeks to show how creative languages are a didactic strategy that allows the integration of student learning styles.

RESEARCH OBJECTIVE

The objective of this article is to show how creative languages are a didactic strategy that allows the integration of students' learning styles.

METHODOLOGY

The present work contemplates a mixed investigation, based on a descriptive documentary design, which answers the question: Are creative languages a didactic strategy that allows the integration of students' learning styles?

First, a theoretical consultation was carried out on the importance of language and, particularly, of creative languages; a consultation on learning styles and their characteristics was carried out; and the relevance of creative languages as a didactic strategy for the integration of learning styles in students was delved into.

Once the above was done, a relationship was established between the results obtained from both methodologies to define if creative

languages are a didactic strategy that allows the integration of student learning styles.

LEARNING STYLES

When approaching the student as an object of study in the analysis of learning styles, it is important to consider that each of them has particular characteristics that differentiate them from the rest. Not for this reason, the task of finding points of convergence and seeking didactic strategies that respond to their styles can be dismissed.

Alonso et al. (1994) define the following learning styles: active, reflective, theoretical and pragmatic. The active style is characterized by open-minded individuals, who are not skeptical and enthusiastically undertake new tasks, are present in the here and now and enjoy living new experiences, a situation that generates excitement and makes them constantly seek new ones. In the case of the reflective, they tend to consider the experiences and put them in different perspectives that allow them to observe and analyze them; they gather data by analyzing it and information before drawing a conclusion and enjoy observing people's passing around them; they prefer to intervene in situations until they have some control of the situation. The theoretical style is characterized by individuals who seek to adapt and integrate observations into logical and complex theories; problems are approached in a structured way and with logical sequences, in addition to being perfectionists, they seek the coherence of arguments and theories, as well as analyzing and synthesizing. Finally, in the case of pragmatists, they are characterized by the application of ideas, which helps them discover positive aspects of new ideas and experiment with ideas. In learning styles, they seek to characterize individuals according to the way they learn and need to be recognized from their individuality, but also in relation to

others.

CHALLENGES FOR TEACHERS IN THE CURRENT CONTEXT OF EDUCATION

Considering the diversity of learning styles, there is the challenge of empowering teachers in skills that allow them to develop their activity with didactic strategies that integrate different styles. This will facilitate the teacher's knowledge about the students and the self-knowledge of the students themselves about their learning characteristics.

Serna et al. (2015) consider that the challenge for teachers is to seek the integral development of the student, considering four types of learning that they must achieve throughout life, learning to know, learning to do, learning to be and learning to live together, In this context, it is emphasized that the participation of educational institutions, teachers, parents, must create adequate conditions to create dynamics and valuable educational resources, meet the individual needs of each student, taking into account their cognitive aspects, psychological, attitudes, aptitudes, abilities, as well as their particular context.

Another challenge to mention is the importance of creating spaces that encourage learning. Maturana, addresses the idea from a biological perspective and reaffirms the importance of spaces for coexistence in education and affirms that: "[...] living beings are educated in coexistence, through the construction of experiential environments or configuration of spaces of coexistence" (2002, p. 151). He revalues the importance of facilitating adequate spaces to strengthen the coexistence of students as an element that benefits learning. Paredes (2016), from the perspective of space, characterizes educational institutions and their role in coexistence as a space for ties, where students are expected,

in addition to achieving cognitive skills, to develop social and emotional skills that allow harmonious relationships to be established. In coexistence, knowledge is built and learning is developed through the interrelation of the teacher and the students.

Torres (2016) comments, in an article published in "El País", that *Massachusetts Institute of Technology* addresses the subject: *Neurodidactics* and, as part of the results obtained from his research, he concludes that the brain needs to be excited to learn. Thanks to the technology applied in studies of the brain, it has been possible to broaden the perspective on what happens inside it and understand its functioning. These contributions are the result of multidisciplinary work and the integration of technology as a tool that supports the teaching and learning process.

Considering that each individual has their own learning characteristics and that thanks to technology access to information is facilitated, Facundo Manes (SAMTV, 2019) talks about the challenge that teachers face today:

"[...] it is not transmitting the information, [...] because the information is available and will be more and more available [...]. The role of the teacher [...] is to see what we do with that information that is already there. Knowledge creation is collective. (SAMTV, 2019).

From this perspective, the challenge is to reassess technology and tools and use them as

support elements in didactic strategies.

LANGUAGE AS A SPACE FOR COEXISTENCE IN EDUCATION

During the educational process, the interaction between the different actors is fundamental and it is through coexistence that relationships are established that allow their development and, in it, emotions are present and trigger our actions. Emotions are a determining element in education, in addition to the effects they have on students and teachers, their relevance extends to the way of conceiving the scenario in which the actors of the educational process live together.

Maturana raises the term languaging to conceive language as a space in which life takes place. In this regard, he mentions: that languaging refers to: "[...] the act of being in language without associating such an act with speech, as it would be with the word speak" (Maturana, 1989, p.2). He suggests that language is not only reduced to the action of speaking, he considers it as an act of being through verbal and non-verbal acts. By this he means that actions make up language and it establishes the space for coexistence which is fundamental and has a direct relationship with other key elements, with the individual, culture and education. Morin (2003), proposes a vision in which the previous elements constantly interact and captures it through the following loop:

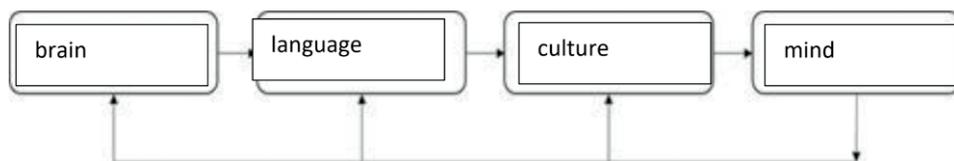


Figure 1: Source: Morin (2003, p.43).

It shows in a graphic way the interrelation of the elements and how they are in constant transformation. Language and culture are two elements that allow the evolution of the mind or, at least, a modification of its current state. The presence of culture as a transforming element is manifested in his proposal and evidences its relationship and interdependence with education.

Morin points out the relevance of language in the human being: “Man is made of language, which he has made man. Language is in us and we are in language” (2003, p.42). Maturana and Morin agree on the conception of language as a space for the passing of life and as a manifestation of it. They establish an interrelationship between language and the human being: on the one hand, the impact that language has on the space where human life takes place and, on the other, how people impact through language the space where it takes place. his life.

It is language that allows us to live together and get closer to what surrounds us to better understand it, transform it, share it and open ourselves up to experiences that trigger new learning. Morin comments: “We are open by language, enclosed in language, open to others by language (communication), closed to others by language, closed to ideas by language” (Morin, 2003, p.42). It is the task of education to explore the possibilities of language through didactic strategies that promote the establishment of adequate spaces for conversation.

CREATIVE LANGUAGES AS A DIDACTIC STRATEGY FOR THE INTEGRATION OF LEARNING STYLES

Creativity is a necessary element to find new strategies that allow the integration of different learning styles. In this regard, Khalid Sbair makes an anthropological analysis of creativity

and states that: “[...] creativity is a language, a way of communicating, a manifestation of the symbolic capacities of individuals whose development was triggered precisely by the humanization of the individual” (Sbair, 2019, p.283). By mixing creativity with language you can find new ways of communication. It opens the way towards the generation of spaces for coexistence where each one of the people can interact making use of their own creative capacity.

In relation to creativity, it is important to reassess its exercise in different contexts and not only in those in which it is traditionally considered, such as manifestations related to artistic environments. In this regard, Bermúdez and Hidalgo consider that: “[...] creativity is not only circumscribed to the artistic dimension, but creativity can appear in any context, even in a science class if the didactics are correct” (Bermudez and Hidalgo, 2018).

An example of application of the principles addressed in this research is that of creative languages as a didactic strategy for integration is the EVALUTILE educational model. This model considers different dimensions of individuals and is based on values that promote spaces for the development, transformation, coexistence and collaboration of students; where learning occurs in two ways: from the teacher to the student and vice versa. It emphasizes that, “[...] true innovation is in going back, in recovering the essence of our basic values, developing ourselves in the original well-being, love, respect and freedom” (Hidalgo and Ramírez, 2017). With this, it reveals the possibility of integrating learning styles through didactic strategies supported by creative languages.

RESULTS

The teaching and learning process is dynamic and constantly evolving. For the

integration of the different learning styles in didactic strategies requires the integration of different knowledge. As an example of this, there are the contributions of Maturana (2002) who, from biology, help to understand the importance of language and its scope in coexistence in the different contexts in which human beings develop. Knowledge transforms individuals and language is the space through which people can live together and build their reality. This is reflected in the vision of Morín (2003), where brain, language, culture and mind are interrelated.

Language in education, in addition to being the space where coexistence takes place, also represents the possibility of building a point of convergence for all people, without the particular and distinctive characteristics of each one being a restriction, but rather a point starting point and explore its possibilities. Just

like the EVALUTILE educational model, the challenge is to take advantage of creativity and innovation as a recurring exercise in the process of designing didactic strategies that integrate different learning styles with the help of language.

CONCLUSIONS

The classification of the different learning styles reflects the characterization of the student as an object of study and its complexity as the variety increases as a result of studies with support from different areas of knowledge. The EVALUTILE educational model reaffirms that creativity and innovation are two fundamental elements for the design of new didactic strategies and how creative languages represent a path to follow in the search for new ways of learning.

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