

The Imagination In the Elaboration of Written Production by Students in the Primary Education Subsystem

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ABSTRACT

This research is strategically inserted within the lines of education and human development, addressing the discordance between the theoretical value of imagination and its praxis in the written production of primary students. The study aimed to interpret the meaning of imagination for the effective consolidation of written production and analyze the complex link existing among the diverse educational actors. The secondary purpose was to analyze how this is reflected in 5th and 6th Grade Primary Education students at the República del Brasil Educational Unit. To achieve this interpretative goal, an interpretative paradigm with a rigorous qualitative approach was adopted, employing the hermeneutic phenomenological method. The study subjects were four staff members of the institution, strategically selected as key informants. Data were collected through participant observation and semi-structured interview, ensuring rigor with the criteria of credibility and reliability. The main findings, obtained through categorization, contrast, and triangulation, revealed that, although imagination is theoretically valued as a superior formative potential (De la Torre, 1997), the educational organization suffers from a significant detachment of external actors. This lack of cohesion, added to the persistence of memoristic pedagogical practices, negatively impacts teacher integration. It is concluded that the effectiveness of imagination as a driver of authentic creation is compromised by the lack of a concerted effort from the educational community, contravening the legal mandate to develop the creative potential of the human being.

Keywords: Imagination. Development. Production. Written.

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