Abstract

This paper begins with the premise that in the Venezuelan university environment, methodological praxis develops under prescribed canons that limit the interpretation of what is "real." Indeed, it can be seen how the pursuit of scientific knowledge in university teaching centers of the country is characterized by a regulated research culture, where intuitive thinking is not encouraged as a key factor in the use and teaching of research methodology (Carvajal, 2009). This study proposes a discussed and processed synthesis about the relationship between a) the interpretations of theoretical contributions from neuroscience on creativity and intuition and b) use of these constructs in university methodological practice to propose strategic lines of action for research work related to creativity. The research favored use of the hermeneutic method, supported by semistructured interviews with key informants and a reflective reading of selected documentary information. In conclusion, it can be deduced that, using creativity and intuition, prior representations of high value and semantic load can be achieved, which is a way of developing creativity in research practice.

Keywords

University methodological praxis, neuroscience, creativity and intuition.