Abstract

Working with the youth attending our universities requires a profound reflection on the state and identity of teaching that extraordinary, valuable activity whose goal is to share knowledge and its construction as a tool of freedom, labor and creation. Theoretical references, used in this article as a starting point for the comprehension of creative and artistic phenomena, relate to the experience of the creator of the artistic work through the meanings linked to affective and intellectual elements incorporated into the piece to produce an understanding of the artistic process. Creative potential is hence closely related to a capacity for introspection and to a reflection on our past, present and future; understanding where we are going and reinforcing the self as an element of consciousness. A study of the interrelationships between the artistic experience and psychoanalysis leads to a concept of imagination as an element in the construction of creativity. The other theoretical reference belongs to the field of psychoanalysis, as its contribution to a study of identity and the affective life of the individual provides a basis for explaining art and creation as an expression of the emotions, taking the unconscious as a starting point for an individual, functioning reality.

Keywords

Creativity
Learning