

ABSTRACT

The analysis and observation of the natural environment and of the social and economic one, observing phenomena, objects, beings, and geographical events are at the basis of producing geographical scientific texts. The symbols of iconotexts and cartotexts are another source of inspiration for linguistic interpretation. The linguistic creations that we selected for our study are the scientific analysis, the commentary, the characterization, the parallel, the synthesis, epitomizing and abstracting, the scientific communication, the essay, and the scientific description. The representations on maps, photos, graphics and profiles are translated into verbal or written expression in order to render geographical scientific information from diagrams and images through diverse discursive procedures. Through school linguistic creations, teachers develop their students' observation spirit, in a written and oral form, their geographical thinking through metaphors, they develop and stimulate their students' imagination and fantasy, their cognitive, reflexive and affective sensitivity, their abilities to express themselves, to present and argument in a scientific way according to different criteria (sufficiency, demonstrative reasoning, lineal reasoning, pros and cons, giving examples, inferential deduction through using truth tables, etc.). Trough description, students give names and define geographical objects and beings (plants, animals, and people) according to their form and aspect, they explain toponyms and appellatives, they classify and make hierarchies, they define their identity through processes of differentiation, emblemizing, personification, location in time and space.

Keywords: *creativity, scientific terms, types of geographical texts*