A NEW LANGUAGE FOR CREATIVITY IN FASHION DESIGN

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Abstract: The development of innovative products in all business areas passes through different stages, starting with the research followed by creation until the project's conclusion. The creative process in shoes and clothing design involves the ability to group and rearrange existing elements, ideas and techniques for achieving solutions to meet the presented challenges. The creation process demystifies and breaks rules and put concepts together, so that, in the end, it can introduce a new language to fashion products. This study investigates the difficulties that creative professionals face when developing creative work for companies and the way that external factors can positively or negatively affect the development of new ideas. It also investigates the factors that can motivate the continuous work of fashion designers so their creative potential is not blocked. Throughout the study, theories of various authors were analyzed, discussed techniques on how to spark creativity, showing methods of how to facilitate the performance of the creative professional within an organization, so they can use the information in the best way to renew their creative potential. The results show that there are effective techniques to stimulate the creative, whether it is arising from a simple collection of past experiences, or from more elaborate techniques such as brainstorming, analogies, fractionation, suspension of value judgments, and challenge assumptions, among others suggested by De Bono.

Keywords: Language, Creativity, Fashion

Introduction

Today, professionals from several fields of knowledge are suffering difficulties in developing their creativity due to emotional, environmental and social factors. Over time, several researchers have woken up the theme of creativity, realizing that the creative process can be planned and organized seeking the development of techniques and tools to assisting it.

Believing that creativity is not a gift of some people but it is present in all individuals, this article seeks to explore about the factors that influence the development of the human being for the creative process and techniques to stimulate it.

1 – Creativity and Creative Behavior

Creativity is the ability to create or manipulate elements in order to produce a new shape or a new product that is distinct from the existing ones. The creativity may also arise from various associations, generating ways not yet used and thus producing original responses. For Leite and Ribeiro (2004), "creativity can, however, match a multitude of distinct realities, since the allocation of this characteristic to someone or some realization, goes of from the skillful adaptation to everyday problems until, in the extreme of the line, to the great artistic achievements. These two poles can coincide in the same individual". According to Alencar and Fleith (2003) it can be noted that one of the main dimensions present in the most varied definitions of creativity implies the emergency of a new product, either an idea or an original invention, or the reworking and improvement of existing products. Also present in many proposed definitions is the relevance factor, i.e. it is not enough that the solution is new; it is also necessary that it is appropriate to a specified situation. The author Damasceno (2007) defends the idea that the term creativity involves four lines of research. They are: the person that creates, with their philosophy, their values and their emotional attitudes; the creative process with its learning, motivations and perceptions that the act of creating mobilizes; the product created, with their innovations, inventions and theories, as well as the outcome of the work of creation itself, and finally, environmental influences, with its educational, social and cultural constraints. As it can be seen, there is no exact definition for the term creativity, but there are many lines of study dealing with different points of view. It is quite often the association of the creative person to the artist, to the "crazy person", that cannot be contested. As Munari (2007) the world of art, the world of creativity and fantasy has always been kept secret, with the idea that never should be revealed how do build a work of art. To the general public it only must show the finished products, leaving them astonished, otherwise the art would cease to exist. And it is because of this kind of thinking, that even today many people see the art or the people who deal with creation as unattainable artists. Creativity cannot be related to genius, much less a divine gift, all people are creative, only a few have more facilities to create than others. Each individual possesses characteristics that determine its way create way, which are transferred to the product created. According to Sotoriva and Leal (2011).

> "Creativity requires an open mind, attentive and curious, willing to break rules, to absorb new ideas, taking risks and be able to perceive and to extract from a casual event a new and original concept. Like any resource, creativity has to be used and trained to be able to develop and be enriched. It requires that the creative let his comfort zone, and to practice and continually encourages the creativity process".

The creative ideas arise more easily to individuals who are prepared properly, with sufficient knowledge about a particular subject. There are many important factors to the improve the performance of the creative professional, for example, the compatibility between their skills and their activities, the flexibility and originality of thinking, the search for a correct mental attitude, this referring to different forms of the creative to perceive the world around, the persistence and also a dose of self-confidence. To Ostrower (1986:12) "… the creation processes closely interlinked with our sensitive being".

2 - Factors influencing creative development

The external environment is very significant for the creative professional, because it can influence both positively and negatively. It is through experience, observation and analysis of society along with its culture that the individual gets references to its creation.

The features that a creative passes to his own work, are defined by his cultural origin, by his proximity to the social environment, i.e. the understanding of the environment and society, as well as the experience gained in several branches, the knowledge and the curiosity increases the ability to be creative, because it extend his analytic and critical sense, for later to formulate and solve creative challenges. To Damasceno (2007: 17), "the environmental influence is extremely important as creation referential, because it is from the social and cultural reality that individuals obtain knowledge references and concepts for theirs creations". Still according to the author, when a stylist part from a thematic research to draw a collection, the concepts related to his social and cultural origins is that it will serve as a base.

The work environment can stimulate or inhibit the creative professional, but according to Alencar (1998) must not forget that, while creativity is influenced mightily by that, the individual also exerts an influence in his work environment, affecting namely the psychological climate prevalent in his environment. Within organizations, people need continuous motivation in order to actively contribution, but that's not all, a working environment conducive to creation, requires a combination of freedom and confidence, where people have the opportunity to develop and express their skills, feeling recognized for theirs performance. According to De Masi (1997), who produces, need a comfortable and stimulating environment, which respects their dignity and fosters their creativity.

As a result of the process of globalization and intense competition between organizations, each time is more required to the creative professional more skills; however, many companies tend to ignore the responsibilities with this type of professional. The support needs, safety and decent remuneration for the accomplishment of the work, often are left aside, contributing greatly to the demotivation of this professional. The foundation of a culture of organizing which is characterized by the quality of the environment, motivation and flexibility is very important because ultimately generate courage and confidence to the creative task performance, not letting to develop factors that block the creativity. According to Alencar (1998:23) "it is not uncommon the presence of intransigence and authoritarianism, with lack of team spirit, without support to put new ideas into practice, seeing with suspicion or distrust any innovative idea". In an environment of much pressure, the professional ends up accepting the first ideas that occur to him, often without even having been exploited properly, due to lack of time. As Ostrower (1986), the required expertises to individuals in our society have little of imaginative. Restricts to technical training processes, ignoring the individual sensitivity and intelligence. And this does not correspond to the creative being.

3 –Motivations for not creating mental blocks

The mental blocks are obstacles that prevent people thinking of solutions to a given problem. The cause for its emergence can be emotional or not. It is known that many of the locks are caused by the individuals, due to lack of confidence, fear of failing, preconceptions, previous negative experiences, etc. Others however may came from the environment, either by routine, by authoritarianism, by organizational models, among others (Sotoriva and Leal, 2011). According to article of the same authors, the blockade most harmful to the creative mind is the pre-trial since it rejects the new without giving chances to be developed, be it in the context of the creative himself or the Organization to which belongs. It is an opinion not based on knowledge, therefore is not logical and becomes aesthetic, based on personal taste that is subjective character.

It is believed that some features may be employed to deal with the mental blocks, for example, employ a structure to help organize the creative process, which can be based on 3 principles: attention, escape and movement. The first principal is about the need to focus on the problem or situation, the second focuses on the escape of conventional thinking and the third is about the giving room for the imagination (Siqueira, 2007a).

On the other hand on work of Kauer (2009), it is believed that creativity can be stimulated with specific exercises for increasing observation and evaluation of the tasks performed as much as to sharpen the ability of imagination of the human being, thus, more creative ideas. Memory games, crosswords, chess game, among others, stimulate the human

brain to create various possibilities and storing them, in order you use it when need it. The same work applies about actions that can assist the individual to increase his creative level, how to break the routine, go to work making alternate paths to observe different landscapes, capturing several details. Modify the working schedules, when possible, can also work, as there are people who have peaks of creativity when adapting different working times. In addition, the music and aromas can arouse and stimulate the imagination, as well as those around you, family, friends and co-workers can also influence on creativity.

In opposition Giron (2011), says that the routine can help combat mental blocks. When interviewing some writers he found that keeping a routine is a way not to cause inhibitions in creativity work.

Another point to remember is that the education from the earliest years of school is one of the major influencers for the development of creative and independent thinking of individuals. Sharpening for that student to develop confidence in their potential, seek ways for them to develop interests, avoid giving to much emphasis on evaluations, search more than one way in teaching process and must respect the individual traits of personality of each student. Actions that seek to provide a classroom ambiance that reflects the support and creativity (Alencar and Fleith, 2003).

The Act of creating involves some abilities, and balance of skills required for each type of design is different, but certainly all designers need creativity. It would be excellent if new ideas arise only by effort and persistence, but unfortunately that's not how it works.

According to De Bono (1970), "a vast number of new ideas appear when new information stored by observation and by experience, force a reconsideration of old ideas." Based on these assumptions, some authors wrote about ways to organize or better thinking, in order to be able to produce more and better in the act of creation. These techniques, which in fact are nothing else than the Organization of mental procedures, help in stimulating imagination, optimizing the thought and preventing that previous experiences lead to a mechanical thought.

4 - Techniques and tools to improve the creativity

During the recent years the creative techniques have being studied by many researchers. These tools are considered forms of opportunities for lateral thinking, where some seem more "*lateral*" than the others. According to De Bono (2005) creativity techniques are divided into two parts. In the first part are the nature and objectives of the technique. In the second are the suggestions for the practice of the technique within creative environment. For Alencar (2003), "various techniques and exercises were developed with the goal of enabling the individual to train specific skills and attitudes related to creativity".

One of the first authors who developed creativity techniques attempts was Royce in 1898 that used two basic processes in order to achieve its goals. At first the person drew multiple pictures without logic and different from any image already found. In the second stage are shown pictures and asked to draw another figure different then other than those that have been put forward as a model. In the second stage are shown pictures and is asked to draw another figure different than those that have been presented as model. From this technique Royce could observe that both processes helped in originality (Alencar, 2003:184).

There are much literature that works the variety of techniques and tools of creativity with different classifications, but all with the goal of supporting the creative being.

Second Siqueira (2007b), the techniques can be divided into three approaches and inside of them congregates some tools, which are:

- Psychological stimuli: are the tools that aim to stimulate the mind and free it from possible mental blocks that would interfere. Present in this group are: Brainstorming, Questioning Assumptions and Creative Challenge.

- Guideline reasoning: are those that support the organization of creative thinking by presenting concepts and directions for new ideas. Are included: SCAMPER, Listing of Attributes and Morphological Analysis.

- Systemize Inventive Thinking: it uses the base of knowledge, based on the innovative experiences in varied fields of human activity. This technique was invented to support the more complex technical issues, mainly in the development of new products, technologies and systems.

These groups can be worked into sets, merging a tool, that part from a necessity and working style, for example, the brainstorming can be used with SCAMPER (Siqueira, 2007c).

As has been said above about the techniques of creativity, there are inside them several tools that are used for development. The essential techniques for most situations related to the improvement of the process of creating new products and services, are:

Brainstorming: storm of the brain, better known as the storm of ideas. It is used in environments of creativity for the generation of ideas, concepts and solutions. Is an activity performed in a group, where the teacher does not interfere.

- Mind map: is the design made with words used to symbolize ideas, tasks or other concepts related to the central theme. Are sorted by groups, branches or areas. It is used to generate, visualize, structure, and classify ideas (figure 1).
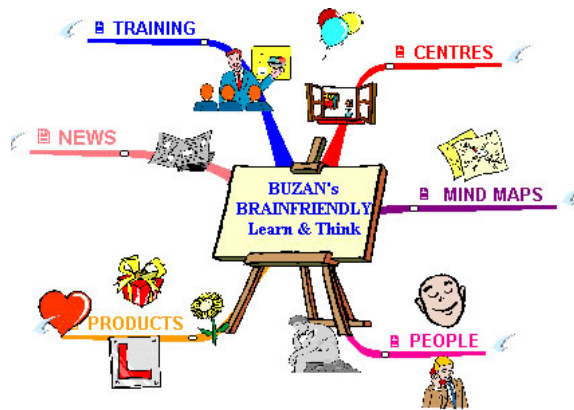
Figure 1: Source mind map: http://www.centrodeaprendizagem.com.br/Areas.asp?Area=15

- SCAMPER: is a set of seven words that help to map several ways of modify an object, system or process. These words are: Replace Combine, Adapt, Modify, Resources Searching, Delete and Re-arrange. It is creativity stimulator resulting in new things or remodeling existing ones.
- "*Sinética*": are objects that help to increase the awareness and the control of mechanism that will result in new solutions. It arises from conscious and unconscious bringing contributions to the creative development process.
- Breaking up: is the differentiated vision, to restructuring pattern and to generate alternatives. This tool is used by itself, without using references, the characteristics that created the pattern, making with that to be stimulated the restructuring of the original situation.
- Nine Windows: is used to demystify the complexity by making the problem clearer. It allows analyzing the situations in different perspectives.

These diverse tools have been used in advertising companies, industries, agencies of services as a way to help the development of the creative process of the individual and teams who's work on creating innovative products.

For a better understanding of what are the techniques that help improve the creativity, we will take as an example the Brainstorming.

The Brainstorming is an activity that takes place in a group having as objective and departure the mutual stimulation, this is an excellent tool for generating innovative ideas in a short period of time, and it is important to follow the following steps: choose mentors; if the group of people to participate is too large, split the group into teams; denominate a rapporteur; determination of a runtime of activities and finally, allow time for the teams may explain the ideas that emerged.

For example:

In a company that creates fashion product and develops pieces for all segments, the team leader determines the challenge as: the development of a trend search tool and divides, if it is large de group, into small group by the different segments as: children, male and female. At the first moment the problem is presented to the teams in this case creating a trend search tool. Therefore, each participant will expose his ideas to his small group; this exercise turns out to stimulate the minds of other participants. Often an idea may seem obvious and trivial to one person and, however, can be join the other ideas from others and produce something very original. There are two very important points that help in brainstorming session, the first is that all the ideas are recorded during the session, they may serve later to new stimuli, and the second is that, all ideas are valid and cannot do reviews of ideas during the session, so they won't be deleted before the time. Once exposed the ideas to the small group, it is important to generate discussions among participants, because this moment is the formal opportunity for people to make suggestions that would not dare to do in other place. So, in the end, each group presents their ideas to the development of a tool for detecting trends, after presenting the ideas should be discussed by all, in order to reach a final consensus.

Conclusion

As we have seen in this article, the theme of creativity has been demystified. It is known today, that numerous factors can influence in the creative process. Since the children's education can be instigated the development of a subject with creative thinking and the manipulation of the techniques involved in order to facilitate the adult life.

Several authors come over time developing techniques to sharpen the creativity. It is a fact that all individuals have capacity to develop their creativity if they have been skilled.

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