Creativity in Schools

Porandokht Fazelian a , Saber Azimi b *

Abstract

Innovative and creative children are important in educational systems. Scientists have expressed creativity with a variety of interpretations. According to them, all people have different degrees of creativity. This is quite important part of each educational system. Existence of the creative environments is the essential parts of any school system mainly for students, because it provides different opportunities for them. Therefore, creativity is not forgettable in any educational program. In this article authors focused on problem-solving methods with regards to creative students in schools.

© 2013 The Authors. Published by Elsevier Ltd. Open access under CC BY-NC-ND license.
Selection and peer review under the responsibility of Prof. Dr. Kobus Maree, University of Pretoria, South Africa.

Keywords: Creativity, Definition, Creative Persons, Problem-Solving Methods;

1. Introduction

1.1. Creativity

Creativity, in any region, is a concept of psychologist literature. Researchers did not conclude any widely accepted definition for it. Even though it is quite a complex issue, but creative person has barriers at National, International and Global levels. According to the research results, a creative person may face political, cultural and economic barriers, along with individual and social barriers.

According to Nwazuoke (1996) many philosophers, psychologist, writers and researchers have wildly expressed divergent views on the nature of creativity. He believes that both psychologists and researchers used creativity in synonymous terms such as discovery and uniqueness, divergent thinking, exploration, imagination, ingenuity, innovation, intuition, invention, newness, novelty, originality and unusualness.

Apart from the above mention points, psychologists have tried to contrast creativity with conformity in thinking. Torrance (2004) pointed that creativity has been defined in the literature, in various ways that starts as a process or a product based on personality or environmental situations. Nwazuoke (1989) stressed creativity along with three main elements including time, place and the uniqueness or novelty of a product (for both individuals

* Corresponding author: Saber Azimi. Tel.: 0989123180815
E-mail address: saber67azimi@yahoo.com

1877-0428 © 2013 The Authors. Published by Elsevier Ltd. Open access under CC BY-NC-ND license.
Selection and peer review under the responsibility of Prof. Dr. Kobus Maree, University of Pretoria, South Africa.
doi:10.1016/j.sbspro.2013.06.335
and societies). He has defined it as a complex behavior in which a person utilizes his or her mental resources in special way in order to come up with a new adaptive product, which is real. Therefore, he emphasizes on the flowing elements as the bases of creativity:

- Being able to go through presses for inventing something new.
- Thinking useful ideas.
- To be able to heightened perception of our surroundings for a unique fruitful end.
- The ability to make connections from various pieces of information in a novel way, and to bring these ideas to a fruitful result.
- New ideas, improvements, innovations are all forms of creativity.
- Invention or expression of that which is both useful and original to the Creator.
- Mental process.
- Usually the presence of a problem to be urgently solved.

After taking a comprehensive look at the explanations and or definitions of creativity offered by researchers in this field of study, he was able to end up with three elements, including the time, place of perspective creativity and the uniqueness or novelty of the product, for both individuals and societies. Therefore, based on the foregoing, he defined creativity as a complex behavior of a humane in which an individual utilizes his or her mental resources in such a unique way that a novel product, which is adaptive to reality, emerges. According to Nwazuoke (1996), generally, definitions of creativity have the various elements that have been already mentioned.

Creative solutions usually have implications beyond their immediate uses. (Melvin 1979; Nwazuoke 1989)

Having taken a comprehensive look at the explanations and/or definitions of creativity offered by psychologists in this field, Adelodun (2004) has been able to combine everything together to end up with his own unique definition. Adelodun describes creativity as being marked by the ability or power to create; to invest with a new form, to produce through imaginative skills, to make or bring into existence something new.

1.2. What is Creativity?

Scientists have expressed creativity with a variety of interpretations. Therefor they presented various aspect of creativity. Each one has paid attention to special parts of creativity. So some of them paid attention to creative people and others tried to define its definitions. We should not forget that some physiologists paid attention to creativity as a presses as or product. In general we can talk about innovation as below:

- Creativity, as the quality of new concepts and ideas.
- The ability to create innovative ideas, theories, insights, and new objects for reconstruction and in various areas of science.
- Creative problem solving is equivalent with different forms of arts, sciences and social appears.
- Creativity is a new solution to resolve especial issues. If a person creates new and unique solution to a problem we call him/her a creator.
- Creativity means to create something new in a unique way that is appropriate to the problem, or question.

There is a need for scientific, industrial, and social problems to be solved Fazelian (2011). Thus, despite the common perception of creativity, there is a need for innovative thinkers who are different from other persons of each society. Visible and concrete form of creativity does not occur, however few cases are found. The creative person, with his or her creative imagination, reasoning and other shows, so creativity is not just a product of a mental process. According to Azimi (2012) Innovative people can create anything that previously had no experience.
1.3. Characteristics of Creative Persons

Based on Nwazuoke (1989) creative behavior is not the monopoly of any group of persons. He stresses that the trait creativity has been found to be naturally distributed in the populations of the world. In other words, it is not the preserve of any community or culture.

It is opined in the literature that creative persons have at least above average intelligence (Nwazuoke 1996). It is, however, worth mentioning that some non-creative persons may be highly intelligent. Nwazuoke (1996) stresses further that creative persons generally have average or above average level of intelligence, ideational fluency, discriminating observations, superior memory, ability to synthesize disparate ideas, cognitive flexibility, and the production of unusual but appropriate ideas. He concludes that creative persons show preference for unstructured complex experiences.

Curiosity is another peculiar characteristic of creativity. Tucker (2001) observed that creative persons are interested in finding out “why” and “how” things happen the way they do. Creative children also have radicalism as one of their traits. Creative children usually admit self-views, which are unusual and unconventional and are strongly motivated to achieve in situation which call for independence. They are, however, commonly accepted to be non-conformists and single-minded. According to Coleman (1979), openness to new experiences is another trait that describes creative persons. He defines openness to new experiences as “a tolerance for conflict and ambiguity in thinking and a rejection of the notion that one has all the answers. Nwazuoke (1996a) observes that this trait explains why creative children are easily adaptable to novel situations.

Nwazuoke (1996b) further stresses that perseverance to achieve in the face of overwhelming odds is a peculiar trait of creative persons. According to him, they are known to be task-oriented and usually work hard and endure for long to achieve results. He further states that creative persons have the courage to follow their own convictions and are generally risk-takers. In conclusion, it is the view of this writer that highly creative people could be said to demonstrate many of the following traits:

- Extremely high intrinsic motivation to be creative in their field.
- Self-disciplined and dedicated to their works.
- Deep belief in the value of what they are creating.
- Dedicated to high standard of excellence.

Creative people are also insightful and often think divergently, have extensive knowledge of the particular area of expertise and profound commitment to the creative endeavor. Finally, creative persons are also known to be flexible thinkers and they seek novel situations and imagine many possibilities. They also have positive self-image of themselves. There are some barriers to creativity such as, growth and prosperity, school, environmental, cultural barriers and etc Azimi(2012).

1.4. Barriers to Growth and Prosperity:

Barriers that may be hindering creativity: Easily recognizable and are not set. Perhaps behaviors and patterns of educational, social and cultural point of view are considered desirable, necessary and timely, but a serious obstacle in the way of creativity and its growth and prosperity are, these barriers can be in three parts, cultural barriers, environmental barriers and personal barriers can be divided into:

1.4.1. School Barriers:

From the very beginning of the school teachers and education professionals are trying to give students the intellectual capabilities, academic down to categories. So the expectations of parents and classmates, and the indirect basis are unaware of it, this will determine the level of ability and talent to the child's growth on the same basis, to look as well as their patterns of pre-training and education governing the education system, students can also play a decisive role in the inhibition of creativity.
1.4.2. Environmental Barriers:
Social environment is undoubtedly a significant impact on the incidence or prevent the formation of its creativity. If a person growth in an environment where its members do not believe his ability, probably do not attempt to create new and innovative work on behalf of his will. That mimics the social behavior of others is a principle that individuals cannot expect the community to take new and innovative movements in children, both home and school environment have a major role in triggering or inhibition of individual creativity that will scan to check it be.

1.4.3. Cultural Barriers:
Operating pressures of culture is one of the most important factors which are easily visible, under the pretext of taking the culture of early childhood, the pressure, the behavior is consistent with the desired patterns. These pressures have often tried to leave the child's behavior as soon as possible and to behave like an adult. Therefore the child of many games, practices, stories, poems, fiction and children are deprived of this right is when a child's intellectual growth is necessary and able to engage in creative thinking.

2. Creative Teaching Methods

In recent decades, researches have been done to answer this question "whether creativity can be taught?" Studies have concluded that innovation can creativity be taught and can grow. Experts believe that the flexibility and variability associated with the feeling of safety in the classroom are factors that strongly stimulate the imagination and creativity of students and make it grow. I feel this inner teacher, and mental mastery of the underlying security is important and effective in the development of his creativity and modernity.

Educational psychologists believe that a creator of all abilities and divergent ways of thinking can be able to teach his ideas to people, especially children and adolescents. To accomplish this goal, the following points are essential:

- No limitation for experiences of students in specific situation.
- Consideration for innovative ideas and questions.
- Preparing opportunities for learning to explore and respect individual differences for creative behavior.

Based on the rapid changes in science, technology and communications; human needs to be more innovative and creative. Therefore both the family and schools need to enhance creative thinking students. The question is how can we expect to achieve this gold? Pre training in educational system, maybe the right answers.

- Being able to go through proses for inventing something new.
- Thinking of useful ideas in order to be able to heighten perception of our surroundings for a unique fruitful end.
- Make children sensitive to the surrounding.
- Respecting children vies.
- Paid attention to Creative environments in organizations such as schools.
- Respecting the value of creative thinking of children.
- Considering adequate rest period times in school programs.
- Encouraging creative children for constructive criticism.
- Preparing variety of knowledge in different areas for teachers.
- Preparing live and active teaching methods.
- Making teachers and students familiar with problem solving methods.
- Preparing learning environments away from fear and shyness.
• Education will play a major axis.

3. Conclusion

In this paper, first we paid attention to different definitions of creativity, its dimensions, its barriers and strategies to improve it. According to this research creativity was defined with a variety of interpretations such as a presses or a product and … . In this study the major factor was about teaching creativity, and how to be creative in a society, as student, teacher or thinkers. We also paid attention to national, international and global levels of creativity in social and cultural environment. The formation of creativity was described along with its elements. The barriers of creativity have been described. This article was ended with the characters of creative persons such as teachers and students.

References


