CREATIVITY DEVELOPMENT IN EDUCATION

Mihaela Radu
Faculty of Economic Sciences, Doctoral School of Valahia University in Târgoviște, Romania

Abstract

Education, free of any constraints, canons, obligations, is our finished product covered by creativity, through its development in education. By paraphrasing, in order to identify the alignments to be achieved, we say that: “A man is literally what he thinks, his character being the complete sum of all his thoughts” (1). Well, we plead for education, for principles, for the implementation of a code of good behavior in all areas and in any circumstance. At the same time, out of respect for diversity, we make connections of the Romanian education system with the European education, which is pragmatic and less driven by the center.

Key words: educational environment, creativity, methodology, strategy

DESCRIPTION OF THE ISSUE

Starting from the necessity of applying creativity in all fields of social life, fields that I will individually and selectively approach in a series of articles, as argument and support to the scientific research over which I have concerns and successes, I thought it is worth starting with the educational environment.

I believe that the educational environment, most likely followed by the health and well-being, work, family, finances, spirituality, decay environment etc., allows interested parties not only an elevated theoretical approach, but also true resorts for a concerted action to performance through creativity.

As the creativity phenomenon can only be approached during its development, “creativity development” is the phrase that best matches my intentions in this endeavor. Helpful in this respect are the values resulting from the following quote, a true motto for the art of education: “There is no art more beautiful than the art of education. The painter and the sculptor make only life figures, while the teacher creates a vivid face; both people and God enjoy looking at it” (2). Reading and rereading, we can only conclude that the author had a brilliant idea, a nice expression and a moderate, educated tone. The finished product of education, the educated man, must not necessarily formulate expressions of gratitude, this can be seen at a mere glance, the virtues are the ones passed on: to live in respect of life with honesty and good-will, with kindness and, what seems essential to my thoughts, to send for help in my turn, to offer services without expecting any gratitude. I was once reading somewhere - however, it is impossible for me to remember right now – and I am rendering here the superb essence, that the Sun lights the Earth but never says it owes it. Expanding this, we generously offer education without expecting gratitude, and we will do the same, at our turn. “It is uplifting when you leave, we all leave sooner or later, to leave the world illuminating, when you have reached the end, to leave, and still, to remain!” (3)

METHODOLOGY AND SOURCE OF INFORMATION

In order to succeed in developing creativity, we must establish a clear strategy and methodology, per levels of perception. Once in the international decade for cultures’ reconciliation, 2013-2022, I have identified myself the values for a creative education. The mere enumeration of values: nonviolence, tolerance, solidarity, democracy and human rights, does not help too much.

Civic education on democracy, respect for human rights, the right to love, justice, education, culture of peace, friendship, education for a healthy environment, all these and many more are the pillars of a true education, a lot of creativity being found in each of them.
I questioned myself and I urge a joint exercise to think for 10 minutes about what a child, a teenager, a student, a doctoral student wants from an education provider, which are their expectations. A teacher feels satisfied if the audience pays attention, takes part to debates, is innovative and folds on "crunchy" items (Clear, Rigorous, Objective, Circular, Applicable, New and Temporal) (4) heard, they are body and soul for what he/she does.

Yes, a good atmosphere counts, it is a good support for creativity, but our people need goals to make them overcome their limits, at the beginning small, easy to reach goals, so that, to the extent they reach them, they will gain self-confidence and they will be motivated and ready to assume greater responsibilities. It is very important to observe them throughout the process and offer them the necessary support when needed.

And then, they need freedom. It is highly important that those you lead or who listen to you during an educational process, know that you trust them. The freedom you give them will lead to innovation and change you want to obtain from them.

Perhaps the most important thing is that our people identify with company's mission of which they belong or be included in the ideal promoted by means of that debate. If possible, when establishing organizational objectives of our organization’s mission, we must try to involve our employees or audience. We must assure that they are permanently aware of the purpose of the projects and are connected with everything that happens in the company, in all aspects of education. As part of the management, we recommend to focus on opportunities, not on problems. Obviously, problems are everywhere and they must be solved! However, why by the manager? All problems are approached by delegation of authority and if there is competence, they will all be solved.

People need reasons to identify with what they must do. We must explain to them what will happen after the project and which their role could be within the organization. Also, we offer opportunities to show appreciation and trust. People are the resource requiring most attention but, at the same time, they are the resource that brings the most beautiful results. The condition and suggestion is to replace procedures with emotions, reports with feedback and coaching with a working method.

Under no circumstance is the latest idea assertiveness, strongly supporting their own point of view, but taking into account the person in front of us, the ability to communicate briefly and efficiently, patience to really listen, the ability to grant and receive a feedback are all influenced by the manner in which we relate to others and to situations that remove us from our comfort area.

These are opinions (5) that are valid even today, although they were issued eight decades ago, under which creativity can not be limited to some of the categories of expressions of personality, namely skills (intelligence), attitudes or temperamental features. This is one of the main reasons why in the specialized dictionaries issued before 1950, the word "creativity" is missing, being found in other concepts and names: inspiration, talent, giftedness, genius, imagination and creative fantasy.

Now, when we speak of creativity, we actually identify the core of achieving further education, the act of modeling through values and life strategies validated, confirmed, appreciated and accepted by society. New concepts on education, older effects of exclusive research of past’s dimension, continuity and identity allow the assessment of expected future dimension, the estimation of concrete actions included in a strategy of creativity in education.

Significant among these, seems to be the building of a reactive personality endowed with a wide repertoire of knowledge, with a high remembering capacity and a convergent thinking, capable of a reproductive learning and to solve standard issues. In this respect, progress is recorded on the validity of solutions, resumption and solving of categories of tasks imposed through school education, from society and family, placed in a learning and assessment equation, connected to the rhythm of social life, work pressure, rules and requirements, leading to change through learning (6), to the imagined form, foreshadowed by creativity.

We are interested in providing a controlled development and a genuine progress, with minimum human and material costs, which is why the society is the one appreciating the educational offer. This is done based on two objective premises: super accelerate rhythms of contemporary change and
creativity reserve existing as human potential and insufficiently exploited.

Reported to demand, traditional education has become insufficient to be kept through the reproduction of social roles well-framed within the personality structure. It is expected a transformation, a release of psychical energies and forces, namely skills and creativity depending on the ever present needs and interests.

The idea that the school is designed to meet the requirements of tomorrow, to prepare the younger generation for transition to creation era becomes more certain. Thus, the emphasis on educational effort must move on divergent thinking and imagination, on creative learning, able to lead to novel problem solving.

The result consists in the formation of proactive personality endowed with large forward-looking and solving capacities that have as psychological support free initiative and self-confidence.

Educators are more and more convinced that education in the future tense can not be conceived outside a creativity modeling effort, presented as such, to stimulate in all situations and intellectual and attitudinal environments. What would happen if the process of creativity education would be subject to all subject matters to which a special identification and development of creative potential module may be added? As expected result I consider stronger the items that show creativity, i.e.: flexibility, originality, fluency and imagination, which are not at all so little.

OBTAINED RESULTS

During an intellectual exercise through which I proposed to myself an attitudinal assessment (emotionally, mentally, spiritually and physically) in the institution where I work (7), with the consent of the management, applying a set of assessments in key areas of our social life, health and wellbeing, family, intellect, finances, spirituality and career. This set of auto / evaluation has risen, more than I expected, thoughts, agitation, and an incentive to solve problems, to enhance inner balance.

I drafted a short list of areas of life in which my colleagues, who have agreed to participate in this exercise, would like to be better, healthier, more balanced, more at peace. In order to determine the level of satisfaction in each domain on a scale from 0 to 10, in a circle with the center marked 10, being the maximum score, the same as at shooting, and externally marked 0, and I asked them to unite points. The farthest points from the center, are areas where perhaps they wish to receive support, to change something, to apply creativity, creative imagination. This exercise aims to provide an overview of our lives, after a detailed, customized and confidential analysis.

The social area of our lives was the first approach. We needed to assess how we perceive ourselves and how we are perceived: firstly if I am/we are a balanced and confident person in any social environment, of the 10 points were averagely granted 8, and then the question “Do I think I am successful?” was answered, with an average of 10, the youth sample being very enthusiastic. When asked if others think (about me) if I am successfully, I obtained an average of 7 points, if I often make my time available for the community, the answer was 8, as to whether I have at least one useful friend, all responded affirmatively obtaining the maximum points; 3 of 10 colleagues are influenced by the environment and strive to keep it healthy, an average of 6 to open-minded for receiving constructive criticism or ideas from others, 7 out of 10 colleagues are offering their ideas with friendship and compassion, making the others courageous to act from now on, and only 6 of 10 if they see an injustice take the initiative to correct it, 5, namely half, respect and cherish (without judging) people in our community for their contribution to society.

Eventually, we evaluated the answers together and we decided if we are fully satisfied of our social life, I noted where to interfere to be happy, to feel fulfilled.

Health & wellbeing area of our lives assesses nutrition, whichever fits best, time for movement, daily water, alcohol, coffee, cigarettes consumption, and, consequently, overweight, underweight, normal weight, diseases or dysfunctions identified, hours of sleep, satisfaction of intimate life, physical hygiene, how to release negative emotions etc.
Finally, an evaluation of the responses is made and health and wellbeing are evaluated, or measures are taken to improve them!

**Family area of life** is assessed and resumes to noting whether the relationship with the partner is a happy one, if the relationship with (own) children, parents, brothers / sisters is harmonious. The final result also considers if we successfully attract the affection of others, if we offer affection, if we are receptive to the needs of husband / wife / children, if we can easily express feelings of joy, gratitude and happiness towards the family, if when listening to others we really listen to what they feel, if when we communicate negative feelings to others we do it with delicacy, gentleness and affection, in the same manner the loved ones can say that they can easily communicate their feelings, how did we establish "family" targets with the loved ones and how do I have fun in the family.

After the evaluation, we determine whether we are fully satisfied with the family life, with which persons we need to have a better relationship, more affectionate, what we need to improve.

**Intellectual area of life** assesses (also with values from 1 to 10) how we perceive each other in any of the following statements: if we are a pretty analytical person, if we are able to tackle a new project and establish the successive steps necessary for the efficient completion of the project, if we think logical, if we are making decisions based on facts and intuition, if we learn with interest, if we use books, audio recordings, seminars etc., if we have a bilateral thinking, if we alternatively access logic (left hemisphere) and intuition / solutions (right hemisphere), if we respect and appreciate the intellectual abilities we have, if we can develop the intelligence quotient (IQ) and emotional intelligence quotient (EQ), if we have the ability to be a genius.

We evaluate responses and enjoy the intellectual aspects of our intellectual life of which we are fully satisfied; we note what we need to improve.

The **spiritual area of life** aims at a deep, spiritual level, the certainties manifested in words, deeds and thoughts. We are what we think. Our thoughts are our deeds, our beliefs influence our relations with the others and lead our life, our soul is actually the certainties translated into deeds. We evaluate from 1 to 10, if we care about us, if we care about the others, if we considering the others’ opinions, if we receive sufficient appreciation, if we believe that others care about us, if we believe that emotions influence our physical health, if we have the inner strength to create whatever we want, if we possess unused qualities, if happy relationships are more important than money or material goods, if we others ask for help when we need it, if we have peace of mind, if we are calm and offer affection, if fear prevents us from reaching our dreams, if love is stronger than fear, if we have positive thinking, if we are willing to change negative thought patterns with positive ones, if we are attached to certain things / people / places that we can not give up, if we believe that deception and dishonesty hurt soul, if we daily allot time to connect to the divine power through prayer, meditation, walks into the nature, if we understand our mission, if we know the spiritual goal of life.

Next is the evaluation of answers and the identification of spiritual life aspects of which we are fully satisfied; we note what to improve.

The **financial area of life** shows how we perceive satisfaction for the money that we manage to save for retirement, if we are grateful for material comfort of our lives, if we are good managers of our financial resources, if we pay bills and save money for special situations, if we have fun, if we split the money with others, helping the needy or intend to do so. Answers’ evaluation results into our content of our financial status and what has to be done to improve it.

The **professional area of life** can analyze the career from the status of unemployed to the president / top manager, ideals of childhood, dreamed profession, passions, ideals, obstacles, failures current passion, hobbies, dreams etc. Hence the conclusion, if we are pleased with our career development, if we can improve the currently occupied position, if we have set any targets to achieve higher positions in the careers, if we have a development plan in order to fulfill our professional goals (8).

The **assessment of answers** in all areas shows if we are completely satisfied and what we have to do to perform: identifying and removing blockages, fears, negative experiences and, consequently, the recovery path, building own strategy to value talent, value of which we are aware. For each area, we
draw up a list of at least three elements that we want to improve resulting into a list of priorities on which we want to focus in the future. Finding solutions to life's challenges is the key to success.

CONCLUSION

Creativity is within us and is stimulated through education. The major condition is to receive research directions or to ask questions specific to scientific researcher “who”, “what”, "where", " by what means ", “for what purpose”, "how ", "when" because they maintain interest in knowledge and reflect our spirit of interpretation of creativity, imagination, judgment and good taste. Good taste is an inner sense that allows the delimitation of the beautiful ideas from the ugly ones, of the embarrassing from the decent ones.

The infinity of associations by composing and decomposing new ideas, by combining and recombining them, finally creates objects that never existed in nature, in life, and their analysis enables observation of agreement or disagreement between them, joining in the same category the homogeneous ones and rejection of discordant ones, ultimately following to establish the usefulness and truth of innovations and discoveries produced by our power of imagination, by creativity.

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