Peculiarities of Teachers’ Training for Organisation of Students’ Creative Activities

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Abstract

The aim of the research: to study the peculiarities of teachers training for students’ creative activities.

This article is devoted to the problem of a personal creativity and organization of a pedagogic process at school. A research has been fulfilled to define the students’ attitude to words work methods during craft lessons. In future we plan to develop a model of a pedagogic process aimed at personal creativity development. The requirements of a creative person have grown in our nowadays. A person’s development: first as an individuality, second — socialization.

In modern pedagogics one can distinguish three main approaches to evaluate development and realization of creative abilities. The first approach is based on comparing personal achievements with elaborated and approved standards. The second approach is defined by comparing creative abilities and creativeness of personalities of group members among one another. To my mind, the most important in the evaluation of creative abilities is the third approach — where the successfulness of previous activity fulfilled by personality is compared with the results of the following activity. The main task of the modern school is to provide the realization of such pedagogical process, the aim of which is the pupil’s personality as the self-organising and self-regulating system with the definite degree of self-education. Motivation of activity and development of cognitive processes contribute to the development of personality.

Exactly this determined the aim of the research: to study the peculiarities of teachers’ training for organisation of students’ creative activities.

Russian psychologist L.S. Vigotsky (3) considered that in school should prevail such internal atmosphere that would stimulate children’s creativity. In his book “Imagination and creativity in child’s age” Vigotsky especially highlights that one should widen experience of the child to create a firm basis of his creative activity, and the development of imagination contributes to it.

Activity, creativity and corresponding abilities open public nature of the human being. The problem of abilities is not just deployment and discovering something, but the problem of direct involvement of personality into the process of their realising, development and practical usage. An eminent representative of humanistic psychology A. Maslov considered that if the actualisation of the whole potential of person is the aim of education, then the only way of teaching, which allows achieving this aim, is the teaching through creativity. (4) Further we shall consider some directions of research of creative abilities — creativeness.

In modern psychological dictionaries (5) the notion of creativeness is defined as creative opportunities (abilities) of a person, which can be displayed in thinking, feelings, communication, various kinds of activities, can characterise personality on the whole or its separate sides, products of activity, the process of their creation.

American psychologists paid a special attention to studies of creativeness. The most important stage in studying creativeness were the works of Jh. Gilford, who had distinguished convergent (logical) and divergent (deviating from logic, moving in different directions) thinking. Jh. Gilford distinguished four classical features of divergent thinking (2):

- fluency — ability to consider a large number of ideas;
- flexibility — ability to apply various strategies in problem solving;

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• originality — ability to project non-standard ideas;
• elaboration — ability to elaborate ideas in details.

K. Spirman defined creativeness as the ability to destroy generally accepted common order of sequence of ideas in the process of thinking. To E. Torrens mind, creativeness is the strained perception of demerits, gaps in knowledge, disharmony. E. Torrens considered that the creative process is divided into perception of the problem, seeking for solving, appearing and wording of hypotheses, their modification and finding the result. E. Torrens added more features of divergent thinking: adequacy and abstracty of cognition. (2)

To learn the creativeness, it is necessary to learn how to elaborate new ideas. American psychologist Edward de Bono held interesting research in this direction. (1) Creative abilities — this is one of the methods of applying thinking apparatus — the method of processing information. Edward de Bono introduced the notion “lateral thinking”. The aim of lateral thinking is generation of ideas.

Russian psychologist V. Shubinsky (7), basing on his research in creative psychology and pedagogical experience, distinguished six stages of creative activity. E. P. Torrens as well divided creative act into six stages. (2) These stages are characteristic for all kinds of creativeness — scientific, technical, and artistic. The first stage is the contact with something new, comprehension of the problem. On this stage the problem is being realised, creative difficulties appear, for the solving of which there is no sufficient experience. This determines the essence of the second stage — creative uncertainty, search of solving. On this stage person cannot yet to make a right decision, he/she is on the stage of creative search. The third stage is latent activity, originating of hypotheses (activity of processes of consciousness, subconscious mind). The fourth stage is a creative situation, checking hypotheses. This stage includes finding strategies of solving the problem, originating ideas. The fifth stage is developing of the problem solving. The sixth stage is the stage of critic, endorsement and realisation. Logical, emotional, aesthetic, and practical criteria for endorsement of regularity of the found decision, and finding the result are being used on this stage.

Teacher must realize that orientation towards creative activity implies continuous search of problems and their solutions. Such an orientation leads to disturbance of internal balance, what creates discomfort, and then stimulate the development of internal conflict. It is possible partly to avoid these conflicts, if creative activity is stimulated since early childhood, but teachers must be specially trained for this.

For people engaged in creation an internal motivation is an important factor, but the motivation offered at school can be called external motivation, then it is stimulated by a mark for the fulfilled work, competition between children for the highest mark and attention of adults. (6) Another important factor of development of creative abilities is the environment. As researches show, there is suppression of creativeness in everyday life, because creativeness presupposes independent behaviour, while social environment is interested in internal stability. That is why for formation of creativeness a specially organized environment is necessary.

Creative features of personality, as well as moral, are not inherited, although some definite genetic combinations might take place. Only a teacher working creatively can bring up a creative personality. Diana Halpern (7) noticed that a creative personality is characterized by: ability to choose a creative aim and to direct its activity to its achievement; self-evaluation if a person want to create, he/she must not be afraid of taking a risk; self-motivation creative people encourage themselves and find pleasure in the process of creation itself, they have need of creation; tolerance toward uncertainty; ability to formulate and solve problems, to shape the results of their work and protect them.

It is possible to successfully solve problems of creation of schoolchildren only continuously taking care of the teacher's potential. Basing on theoretical analysis of the problem of teachers’
training and our research in this field we can make a conclusion that for organization of pupils' creative activity the teacher must:

- master skills of organizing creative activity;
- master the complex of task and methodologies developing abilities of personality;
- be a creative personality himself.

On the problem of the research 52 teachers of pre-school institutions, which studying now, and 48 teachers of primary and secondary school, having a higher education were questioned. The participants of the interrogation were offered to answer a number of questions, the aim of which was to determine what methods they use in their work for the development of pupils' creative abilities and how they evaluate themselves as personality.

All questioned teachers of pre-school institutions use games as the main method in their work on the development of creative abilities. 15 questioned teachers use the methods, where the child must find the variant of solution of the given problem himself (to find the way out of the given situation). Three of the interrogated use the methods that develop imagination (e.g., one should draw a picture with the name “I am in the fairy-tale”). All the interrogated teachers of pre-school institutions noted, that do not have enough skills and knowledge of organization of pre-school age children's creative activity. In their work many of them base on their work experience and intuition.

Interrogation of teachers that work in basic and secondary school has shown, that 95% of the interrogated in their work use:
method of “brainstorming”; methods of development of exploratory skills; methods of development of critical thinking; methods of development of imagination; discussions, debates, role-playing.

Attending special courses and seminars, in opinion of interrogated, contributes to active using of various methods. It is necessary to note, that recently such special and seminars are organized in many Latvian towns, and they have become more accessible for working teachers.

The majority of the interrogated teachers consider, that a special teachers' training for organization pupils' creative activity is necessary.

In the interrogation the teachers were also offered to name several features that are peculiar to them. More often the following features were mentioned: diligence, honesty, responsibility, sense of humour, tolerance, skill to listen. Out of all 100 interrogated only 7 people noticed that they like creative work. The obtained results have shown, that the majority of teachers do not consider creation to be their important feature that helps to organize the teaching process. Analysing the data obtained during the interrogation we came to conclusion that many teachers master the skills of organization of creative activity, but they are afraid to acknowledge themselves to be creative personalities. This tells about non-formation of self-evaluation as a creative personality and of self-motivation of creation. Therefore, for the teacher to be able to organize the pupils' creative activity for the space of the whole process of training, a special training of the teacher is necessary. In the process of which the special attention should be paid to self-motivation of creative activity and perception themselves as a creative personality.

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