



Education of Creativity Development Is a New Thought Stream in Modern Education

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ABSTRACT

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I. INTRODUCTION

Creativity, however, means that humans cannot create something out of nothing. Therefore, the material available is it physical or mental, has to be understood as the ability to create something new from it. How new is new? There are differences of opinion on this. According to Thurston, creativity is the creation of something new for a thinking person. According to Stein, innovation will be relative to that culture. An object, an idea does not exist in the same form before. But if a new product is created on the basis of available materials, materials and knowledge and it is acceptable to that group or society, it can be called creative production if it is useful for solving the problem.

• **Meaning and Concept of Creativity:-**

Various experts have defined creativity. They are meant to highlight different aspects of creativity. According to Webster New World Dictionary the ability to create is the ability to create and to create is defined as causing something to exist.

1) **Paul Torrance (Paul Torrance):-**

To make a person aware of problems, problems, deficiencies in information or missing elements; Creating new options; Creative thinking is the process of verifying predictions, modifying them as necessary, and finally communicating the results for all or any of the actions.

2) **Guilford JP. (Guilford J.P.):-**

Emphasized multidirectional thinking in creative thinking. Multidirectional output refers to the creation of multiple types of information from received information. It includes elegance, fluidity, flexibility, expansion. Of course, according to Guilford, creative thinking is not only multidirectional thinking but also involves problem reframing and problem sensitivity.

3) Rhodes (Rhodes):-

has suggested that creativity can be considered in four ways, through four pillars. 1) Person 2) Process 3) Product & 4) Environment

A noun, naming the phenomenon in which a person communicates a new concept which is a new product.

4) Paul Torrance (Paul Torrance):-

In his book Rewarding Creative Behavior (1965) said, when the different definitions are separated, those definitions give a little more emphasis on a Paul than individual, process, result and environment, but his completeness Different groups cannot be formed.

Adopting any one of the above approaches would be limiting. If we decide to accept creativity as the innovation or utility of the product, then some inventions have come about by coincidence or accident. So in that case can it be called creative creation? Also, in this era of competition, some organizations consciously try to create new products by systematically changing existing products. If one decides to accept that creativity is a process rather than an outcome, dreamers must be creative. Because the miraculous juxtaposition of disparate ideas, remote associations are fully utilized in dreams. If creativity is defined as something individual, children will surpass Einstein, Tagore, and Picasso in terms of receptivity, curiosity, flow of ideas, unfettered imagination. Hence it has to be admitted that creativity is a very broad term.

• Principles for encouraging creative behavior in the classroom:-

Paul Torrance and his colleagues, after many exploratory experiments and discussions with many teachers, have suggested five principles that are useful for encouraging creative behavior in the classroom, they are as follows.

1) Respect children's unusual questions:-

Questions express the mind's hunger for knowledge acquisition. That hunger should be satisfied. Otherwise there will be intellectual starvation. Curiosity is an instinct of children. Questions arise in the mind to know things that are not known. A question is an insistence or a conjecture that a person makes verbally in order to get an answer. Questioning is an important step in moving from mental confusion to a new, well-organized cognitive structure. A person needs to direct his thoughts in the right way to identify the gaps in his knowledge and ask questions in the right way. This is why people who ask more questions are more creative. Of course, a person does not ask every question that comes to mind. For that, you need to find the right environment and the right person to ask questions. Therefore, psychologically safe environment should be created in the classroom. That is, excessive competition, unfair comparison, threats, taunting and teasing are useless in the classroom. Also a country with linguistic diversity like India has many languages and dialects. Even in a language like Marathi, there is a difference in word order, accent, and hell at every place. If you get irritated by the language, there is a possibility that enthusiasm in asking questions will decrease. Moreover, it is necessary to build trust in the teacher. You should feel that the teacher will listen to your questions. Children will not ask questions if they feel fear, anger, disrespect or lack of openness towards the teacher.

2) Respect children's unconventional, different ideas:-

Children will come up with more ideas when there is an environment conducive to creativity. They may be about solving an example, writing an essay or celebrating a special day. They will feel the different relationship

between some elements. These other different ideas should be respected. Do teachers quietly listen to these ideas? What is the response to it is important. This idea is different from what others have suggested, wow! This idea should be used. Let's record this so we won't forget, this idea is new, let's check it out. These types of expressions can be used to notice the difference.

3) Show children that their ideas are valuable:-

Just telling children that their ideas are great is sometimes not enough. The following can be done for this.

1. Listening to ideas with interest.
2. Getting other children to listen to ideas.
3. Jotting down ideas on the board or paper.
4. Mentioning unusual ideas to others.
5. To promote unusual ideas in schools.
6. Allow time to discuss the question or idea further.
7. Ideation and practical implementation if feasible.
8. If there are useful ideas, change the previous planning and implement new ideas / options.

4) Provide some time for practice without assessment:-

Generally, teachers are of the opinion that every action that children do in class should be assessed. It should be graded or graded. It should be said that it is wrong or right. But this makes the children think that everything should be right (as expected by the teacher) and creates stress about whether mistakes will be made. Then in order to avoid making mistakes, the tendency to copy something from the book without understanding, to imitate, to seek help from seniors and not to try something new starts to increase.

5) Connect evaluations with causes and effects:-

It is important to teach children to use their imagination to connect causes and effects behind events or behavior. Creativity measurement tests should also draw students' attention to the reasons behind punishing certain behavior, disallowing the behavior. It is helpful to get children to think about what the consequences of inappropriate behavior will be, what side effects or risks may be possible. When behavior is evaluated in a way that relates cause and effect, children learn appropriate behavior through experience. Don't do this, it is wrong, instead of this type of refund, give the next type of refund - don't do this because it may have....consequences. I don't like this behavior because.... I like it because it will.....

When evaluating behavior or student responses, avoid speaking emotionally or impulsively. Whenever possible, the following questions can be asked to the children before the children give their opinion.- Do you like your work? What are the reasons? What other improvements do you suggest? By encouraging self-evaluation through this question, children will learn how to evaluate based on criteria and will not resent the teacher's evaluation later. Do not give ambiguous comments under any circumstances.

• Development of creativity through school subjects:-

Two things are required to develop creativity. A lot of information and development of imagination. We see the beauty. It should have colorful and lots of pieces of glass. This will increase the possibility of creating various structures. But at the same time, if you continue to rotate the mirror, you can enjoy the new composition again due to the interrelationship and position of the pieces in the glass. If we consider that pieces

of glass are information and the art of rotating ornaments is imagination, then it is felt that a lot of information and imagination is needed to suggest new designs and new options.

1) Teaching of Mathematics:-

Let us see what efforts can be made through mathematics to enrich knowledge and stimulate imagination. The concept of half is usually taught by showing the half of a honeycomb or a circular piece of paper folded in half. But how much diversity should be brought to this concept of half is given below. The Pythagorean Theorem is commonly taught by showing the constructed figure that the area of the square on the hypotenuse of a right triangle is equal to the area of the square on the hypotenuse. If you want to give scope to children's creativity and knowledge creation, squares of different sizes should be given to children. Ask to write down the types of triangles formed by matching any three squares. After obtaining several such observations, in each triangle, the square on the side should be asked to find the relationship between the areas. Children can discover the rules.

2) Teaching of Science:-

Science can provide opportunity to classify matter in different ways. There can be room for free classification by putting many items, foods and things that cannot be kept in the trays, such as name cards, pictures. Especially the classification of animals and plants, classification of elements can be given an opportunity to classify the students by applying some criteria. Vocabulary can be increased by forming groups and asking them to suggest suitable headings. In science, it is necessary to provide an opportunity to make microscopic observations of living and non-living things. For that, the shape, color, size, weight, properties, effects of various chemicals, effects of various things in such cases and with the help of various instruments should be felt. Ask them to find various properties and list their possible uses. For example, how many places is water absorbency used? And where efforts should be made to avoid water absorption, it should be encouraged to find practical examples.

3) Teaching of languages:-

Creativity should be given scope through daily teaching in all languages. For that, a word should be given a chance to find many synonyms, to express a feeling in many ways. Give opportunity to find many words starting with certain letters, many words ending with certain letters. Make long sentences with alliteration. Essay writing is a form that gives scope for creativity. When giving an autobiographical essay, ask the children to step into the role of the object and jot down some words, feelings, and sentences first. Then write an essay based on that. Many people find teaching grammar mechanical and monotonous. But there is a lot of scope for creativity when teaching grammar. Not only do you learn double adverbs, you can see how many different adverbs can be added to two sentences, words, and how the meaning changes each time. Given an activity such as land/so/so make 25 sentences using these words, the children can write a number of scenarios. Reading each other's examples will be fun.

4) Teaching of Social Sciences:-

Like science, in geography too, activities such as creating many replicas, presenting some phenomena in a graphic form can be given. Visualization will give scope for how the mountain will look from the side and how it will look to the eyes of birds flying over the mountain. Similarly, the feeling of replicating eclipses, solar system, and various landforms should be given. In Geography, different types of maps of the countries of the

world are studied. But at the same time some imaginary natural maps, mines etc. By giving maps of where it will be populated, what businesses can be, where roads will be built, where the airport will be built, actions can be taken that allow scope for use of logic and imagination. A small child in a region describes his daily routine as well as the events between his family and neighbors, and thereby giving an opportunity to write about the geographical features of that region.

5) Homework / Practice:-

Practice is important for students to consolidate what they have learned in class or at home. It is generally preferred in housework. But most of the time, if there is a very mechanical and repetitive task such as read the paragraph, write it down (write 5 lines of correct spelling), write it down, write the spelling ten times, solve the questions under the lesson, then it is definitely boring to do such homework. Moreover, it goes on even if it is taken down by seeing others without understanding. Then the kids sometimes save the homework and do a week's worth of work. Seeks help from others. In all these processes, we need to find ways to give children practice in different ways by stimulating creativity.

6) Evaluation:-

It is all right to develop creativity. Yes but where does it fit in the exam? This question is asked almost everywhere. To some extent this is true. For this we teachers should make proper efforts. The questions on Utajya or poetry should necessarily include questions like giving title, telling the meaning. The answers should be scored considering both relevance and originality. In essay writing, expansion of ideas, elocution, use of proverbs in sentences, children should be insisted on fighting different ideas and those who do so should be praised.

Development of creativity through school environment and co-curricular programs:-

The responsibility of creativity development is not of a teacher but of the whole school. That is why the overall school environment needs proper improvement. Emphasis should be placed on inculcating the habit of self-discipline without using threats and intimidation. It requires the help of parents. It needs the help of parents. There should be more participation of students in deciding the activities of the school. Students should be involved in overall annual planning to give scope to their imagination. School displays can play an important role in stimulating the imagination of students. When there are various cultural programs in the school, children should give priority to preparing screenplays and performing plays. Below are some suggested contests that stimulate creativity.

1. Making durable goods, art objects, and scientific toys from waste materials.
2. Lyric competition on a given topic.
3. Pictures / Rangoli / Stories on the given topic for example, Ghaananda.
4. Completing the incomplete story / poem by giving it.
5. Poetic compositions on given music.
6. Performing a dance on a given song.
7. Advertising for a given item.
8. Cooking nutrients in a given tool / pan.
9. Fabrication of newsprint.
10. Dressing inappropriately.

11. To create a text of different content by filtering kana, matra, velanti or syllables from a given text.
12. To create a replica or picture using the given geometric figure.
13. Acting through mere gestures.

II. REFERENCES

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